

CAF form

Date assessment started

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.

Given name(s)	<input type="text" value="Mark Samuel (primary study)"/>	Family name	<input type="text" value="Bench"/>	
Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>	
		Unknown	<input type="checkbox"/>	
Address	<input type="text" value="2 Case Study Lane
Aylesbury
Bucks"/>		AKA ¹ /previous names	<input type="text"/>
		Date of birth or EDD ²	<input type="text" value="07/08/2001 (8yrs)"/>	
		Contact tel. no.	<input type="text"/>	
		Unique ref. no.	<input type="text"/>	
Postcode	<input type="text" value="TT2 2TT"/>	Version no.	<input type="text" value="1"/>	

Ethnicity

White	Black or Black British	Asian or Asian British	Mixed/Dual Background	Chinese & Other
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"/>	
Traveller of Irish Heritage <input type="checkbox"/>	Any other Black background* <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	White & Asian <input type="checkbox"/>	Any other ethnic group* <input type="checkbox"/>
Gypsy/Roma <input type="checkbox"/>		Any other Asian background* <input type="checkbox"/>	Any other Mixed background* <input type="checkbox"/>	Not given <input type="checkbox"/>
Any other White background* <input type="checkbox"/>				

*If other, please specify	<input type="text"/>	Immigration status	<input type="text" value="British citizen"/>
Child's first language	<input type="text" value="English"/>	Parent's first language	<input type="text" value="English"/>
Is the child or young person disabled?	Yes <input type="checkbox"/>	No	<input checked="" type="checkbox"/>

If 'yes' give details

Details of any special requirements (for child and/or their parent) eg signing, interpretation or access needs	<input type="text" value="Mark's mother Sonia is caring for her mother and needs a lot of notice for meetings, visits, etc."/>
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¹ Also known as
² Expected date of delivery

Assessment information

People present
at assessment

Mark Bench – young person
Sonia Bench – mother
Sam Smith - Teaching Assistant

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

Mark's behaviour has recently become a cause for concern; he has poor concentration and a short attention span and finds it difficult to focus on a task. Mark has also become increasingly aggressive to both teachers and pupils, both verbally and in his body language.

Mark's grandfather Burt passed away 2 months ago, and his mother Sonia has had to take on the responsibility of caring for her mother. Sonia states that she also finds it difficult to manage Mark's aggressive behaviour at home.

Details of parents/carers

Name

Contact tel. no.

Relationship to unborn baby, infant, child or young person

Address

Parental responsibility?

Yes No

Postcode:

Name

Contact tel. no.

Relationship to unborn baby, infant, child or young person

Address

Parental responsibility?

Yes No

Postcode:

Current family and home situation

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

Mark lives with his mother and sister in a privately owned house in Aylesbury. His elder sister Stacey is 15 years old and attends Aylesbury High School.

Following the recent death of her father (Mark's grandfather) following a short illness, Mark's mother Sonia is currently caring for her own mother Molly, (Mark's grandmother) who has a physical disability and uses a wheelchair. This means that Sonia spends a considerable amount of time out of the family home at her mother's house. Sonia has stated that Molly may have to move into the family home soon as it will then be easier to care for her.

Mark and Stacey's father passed away 6 years ago, and their paternal grandparents live in Jamaica.

Details of person(s) undertaking assessment

Name	<input type="text" value="Sam Smith"/>	Contact tel. no.	<input type="text" value="666 9999"/>
Address	<input type="text" value="Case Study Primary School
Long Rd
Aylesbury
BL7 522"/>	Role	<input type="text" value="Teaching Assistant"/>
		Organisation	<input type="text" value="Primary school"/>
	Postcode:	<input type="text"/>	

Name of lead professional (where applicable)	<input type="text"/>
Lead professional's contact number	<input type="text"/>
Lead professional's email address	<input type="text"/>

Services working with this infant, child or young person

Universal	GP	<input checked="" type="checkbox"/>	Details	Dr John Harvey Aylesbury Medical Centre Short Drive Aylesbury BL7 B27	Tel.	333 5555
	Early years/education/FE training provision	<input checked="" type="checkbox"/>	Details	Case Study Primary School Long Rd Aylesbury BL7 522	Tel.	666 9999
Other services	Service		Details	Aylesbury Health Centre Short Drive Aylesbury BL7 B27	Tel.	888 6666
	Service		Details		Tel.	
	Service		Details		Tel.	
	Service		Details		Tel.	
	Service		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.

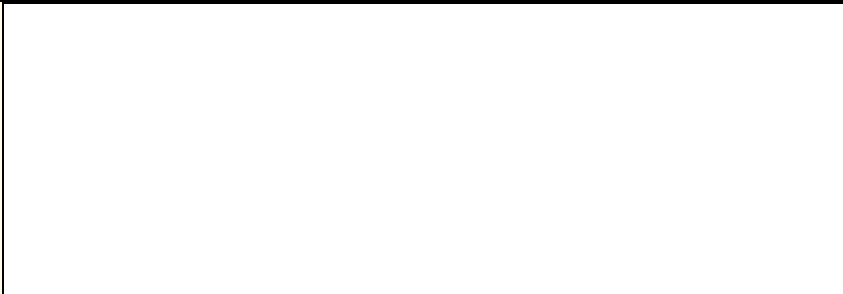
1. Development of unborn baby, infant, child or young person

Health

General health

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

Mark states that he feels healthy, he does have mild asthma but he manages this well using both preventative and relieving inhalers. Mark had several hospital admissions from the ages of birth to 4 years due to his asthma, but it has improved greatly as he has grown and he has not needed to attend hospital for several years. Mark's immunisations are up to date and he regularly visits the dentist. Mark's last appointment with his G.P. was 3 months ago for a throat infection which quickly cleared up following a course of antibiotics.



Physical development

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

Mark has a very good appetite and states that he loves food, especially his mum's cooking. Mark is slightly overweight for his height and build which both he and Sonia acknowledge. Sonia states that this has happened since Mark's grandfather died; as she is caring for her mother Sonia no longer has time to cook for the family and meals are now prepared by Stacey and consist of convenience foods, i.e. pizza, chips, burgers, etc. Mark also used to play football and go swimming but he no longer takes part in these activities. Mark states that this is because his granddad used to come and watch him, but now that he doesn't come anymore Mark no longer enjoys taking part in these activities.

Mark states that he is not worried about his weight as he believes that he can lose it easily when his mum starts cooking family meals again. Sonia is concerned as Mark's weight has increased substantially over a short period of time, but Sonia states that at the moment it is not a priority.

Mark's hearing and vision are fine.

Speech, language and communication

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

Mark communicates effectively and throughout the assessment he has been able to express his thoughts and feelings. Mark demonstrates good listening skills, he sometimes asks for a question or action to be repeated and he can then accurately respond. Mark demonstrated a good understanding of why the assessment was taking place and he acknowledged the reasons for the assessment; he also asked appropriate questions to clarify his understanding. When discussing his grandfather's death Mark understandably became upset and embarrassed. He was initially unwilling to share his feelings about this, but throughout the course of the discussion he became more expressive and willing to communicate.

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

Mark states that the person he is closest to is his mum, but that he used to be close to his granddad and he misses him very much. Sonia states that Mark used to be her 'mummy's boy', they were very close and used to spend a lot of time together cooking meals which Mark used to really enjoy. Sonia no longer has the time to do this and she acknowledges that this has had a negative impact on Mark. Sonia states that she feels very guilty about this but she doesn't have any choice.

Mark states that he doesn't get on very well with his sister and they often fight. Mark says that Stacey never lets him watch what he wants to on the TV and that he is fed up of her friends' always coming round & putting loud music on.

Mark has many friends at school and at home, although due to his recent behaviour some of his friends have stated that they no longer want to be his friend. When questioned about how he felt about this, Mark became embarrassed and shrugged his shoulders.

Behavioural 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

Sonia states that Mark's behaviour has changed considerably since his grandfather's death. He has become angry and aggressive both to her and Stacey. He often shouts and swears at them and his body language can be quite threatening, i.e. he grits his teeth and clenches his fists, and will go very red in the face; he will also pick up an object and throw it, he recently threw the T.V. remote control at the wall and smashed it.

Mark also fights with his sister and recently an argument between them escalated to the point where Mark pulled Stacey's hair so she punched him in the arm. Sonia states that she now worries about Mark and Stacey being alone in the house together.

Mark's behaviour at school has also become very worrying. He is increasingly aggressive to his peers and teachers, displaying similar behaviour to his behaviour at home. His behaviour can be unpredictable and difficult to anticipate. Mark's attention span has deteriorated and he finds it difficult to concentrate in class; he can quickly become restless and disruptive. Mark has been sent out of class on many occasions and has had a fixed-term exclusion of 1 day.

When asked about his behaviour Mark became embarrassed and did not make eye contact. He states that he doesn't mean to behave like he does but he gets so angry that he can't control himself. Mark states that "everything has changed" since his grandfather died; he misses him very much and also hates the fact that his mum is hardly ever at home. Mark wishes that everything could go back to how it used to be when his granddad was alive.

Sonia states that when his grandfather first passed away, Mark cried a great deal, but since then she hasn't seen him cry again and he just seems to be angry all the time.

Mark states that he sometimes wants to cry but he can't and this just makes him even angrier.

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

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

Mark states that some of his friends have been calling him 'fatty' and sometimes that is why he becomes so angry and aggressive with them; he will retaliate with bad language and sometimes a physical attack (he recently pushed another child down some steps at school). Mark says that he hates being called names and that even though he gets angry he actually gets really upset and embarrassed about it.

Mark does not appear to have a very positive view of himself at present, stating that he is fat and grumpy. Before his grandfather died Mark presented as a cheerful, confident young man; however, although he still can be cheerful at times, he also often appears sullen and angry.

As Mark had a very close relationship with his grandfather, he is now missing him very much and he no longer has a male role model in his life.

Family and social relationships

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

Sonia and Mark have a very close relationship and used to spend a great deal of time together. Recently Mark has been aggressive towards his mother, swearing at her and calling her names. Sonia is aware that Mark is obviously upset and angry about the death of his grandfather and also that she is not able to spend time with; Sonia believes that Mark blames her for this and she finds it very difficult to manage his negative behaviour as she feels guilty telling him off when he is so upset.

Mark states that he doesn't like getting angry with his mum but he can't help it.

<p>Self-care skills and independence Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family</p>	<p>Sonia states that previously Mark did not contribute in any way to any household chores. However, he now has to help with the washing and other jobs around the house, i.e. emptying the bin, etc. Sonia says these situations often result in an argument. When asked about this Mark states that he doesn't like doing these jobs and doesn't see why Stacey can't do them. Mark gets himself ready for school in the morning, but at the weekends Sonia says that she has to constantly tell him to get dressed as he will stay in his pyjamas watching television all day. Often when Sonia returns from her mother's house in the early evening, Mark has worn his pyjamas all day. Sonia states that Mark also needs reminding to take a shower and brush his teeth.</p>
<p>Learning</p> <p>Understanding, reasoning and problem solving Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction</p>	<p>Mark's standard of work has declined, he is disorganised and his written work has become messy and careless. He rarely completes his homework and has started to fall behind in some of his subjects (Maths and History). When asked about his work Mark often says that he did not understand the task, however he does not ask for clarification and often appears as though he is not listening in class.</p>
<p>Participation in learning, education and employment Access and engagement; attendance, participation; adult support; access to appropriate resources</p>	<p>Mark's participation in class activities has decreased. He rarely volunteers for tasks and no longer offers answers to questions without being asked directly. When taking part in group work Mark does not engage with peers and will 'sit back' and let the rest of his group complete the task. Mark's attendance is good 96%, but he has been quite late on occasion, i.e. 15 to 30 minutes late, 3 times over the last month. Mark's favourite subjects are ICT and Art; he has continued to work well in these subjects but prefers to work by himself rather than in a group. Mark is particularly disruptive in maths lessons. When questioned about this Mark states that 'it's boring'. Mark's inappropriate behaviour usually starts with him sighing loudly or talking in class, when spoken to about this Mark then argues and eventually becomes abusive. Mark has often been sent out of the class during maths lessons and it was following one of these incidents that he received a 1 day exclusion, when he swore at the teacher.</p>
<p>Progress and achievement in learning Progress in basic and key skills; available opportunities; support with disruption to education; level of adult interest</p>	<p>Mark's progress in maths is of particular concern both in terms of his work and engagement in lessons. Mark would benefit with some support in this area. In other subjects Mark is achieving acceptable results, but not at the level he was achieving last year. Sonia is very worried about Mark's school work as this is final year before starting junior school; she is very worried that he will fall behind with his work and won't be able to cope next year. Mark will benefit from some support with his transition into junior school.</p>
<p>Aspirations Ambition; pupil's confidence and view of progress; motivation, perseverance</p>	<p>When asked what he would like to do when he leaves school, Mark states that he wants to work with computers. This is Mark's favourite subject at school and he is working hard in this area.</p>

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

Mark's physical needs are being met consistently. He lives in a warm, clean house and has adequate clothing. There is always food in the house, however at present there is a considerable amount of convenience food due to the current family circumstances. Mark has regular checks at the dentist and is able to access his G.P., he manages his asthma well. Sonia engages with Mark's school and has been very cooperative and supportive when completing the CAF, she acknowledges that the family situation isn't ideal at the moment but is unsure of where to go to for help and support.

Emotional warmth and stability

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

Sonia states that she has tried to help Mark with his grief and anger over his grandfather's death, but she finds it very difficult as she has so much to cope with at the moment and she is also grieving herself. She has tried to be affectionate with Mark but it is difficult as he pushes her away but will then want attention at a time when she is busy. Sonia gets very upset because she knows that Mark and Stacey are both still very upset about the death of their granddad, and that they need her very much at the moment, but she is so busy looking after her mother, she doesn't have any time or energy left for her children.

Guidance, boundaries and stimulation

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

Sonia states that at the moment it is difficult to discipline Mark's behaviour as she is often not at home. When Mark was excluded from school, he came with her to look after his grandmother and was very helpful. When asked about this Mark states that he enjoyed helping out because he was spending time with his mum. Sonia wondered whether Mark could come with her at the weekends to help care for his grandmother. Before the death of his grandfather Mark's behaviour in the home was very good, if he needed to be disciplined Sonia would ban him from using the computer which was very effective. Sonia states that she can't do that now because most of the time she isn't at home, and she worries less when he uses the computer because then he is less likely to argue with Stacey.

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

Sonia states that herself, Mark and Stacey have always shared a close family relationship, which also included the children's grandparents. Burt was very fit and active but then he suffered from a stroke and died shortly after. Burt had cared for Molly, but also spent quite a lot of time with Mark when Sonia would care for Molly. The family also often went for trips out together. Since Burt's death there has been very little family time, and Sonia states that she is very worried about the future as she is finding it very difficult to divide her time between her mother and children. Sonia feels that the best thing will be for her mother to move into the family home. Mark's father Tyrone died in an accident 6 years ago when Mark was 2 years old. Mark states that he doesn't remember very much about his father except that he had a deep voice and a strong accent.

Wider family

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

Sonia does not have any siblings and all her extended family members are elderly. Tyrone's family all live in Jamaica, but they have regular contact over the telephone

Housing, employment and financial considerations

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

The family home is in a good state of repair, there is no outstanding mortgage as this was paid after Tyrone's death. Sonia was working part time and has some savings which the family are currently using to pay the bills, buy food, etc. Sonia thinks she is probably entitled to some benefits but she is unsure how to do this. Sonia is very worried that her caring responsibilities for her mother will have a negative impact on her children, especially in terms of their school work.

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; religion

Sonia states that the local area is fine and she is good friends with the neighbours. Mark used to regularly go to the local leisure centre where he was a member of the swimming team, but he doesn't go anymore. Local shops are within walking distance of the family home.

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 or carer, and take account of their ideas, solutions and goals.

What are your aims?

(What are the key aims the child, young person and/or family would like to address?)

Mark's behaviour will be of an acceptable standard both in and out of school.

Mark's school work and peer relationships will have improved.

Sonia will be spending more time with Mark and Stacey, especially at mealtimes, and receiving support with caring for her mother
The family will also be receiving all benefits they are entitled to.

Mark's weight will have decreased

What are your conclusions? *(What are the child/young person's/families strengths and resources, what are their needs – e.g. no additional needs, additional needs, complex needs, risk of harm to self or others?)*

Strengths & Resources:

Mark has contributed well to this assessment, sharing his own thoughts and views.
Mark and Sonia have a close relationship despite the recent changes.
School attendance is good.
Sonia has been very cooperative with the school

Needs/ worries:

Mark is clearly grieving for his grandfather; he is expressing his grief using anger and aggression which is often directed at his family, peers and teachers.
Sonia is trying very hard to care for her mother as well as meet the needs of her children, but Mark's behaviour is adding to her stress and worries.
If Mark's inappropriate behaviour continues, the standard of his school work may decline further and he may also be at risk of further exclusions.
Mark may also continue to put on weight if his diet does not improve, which in turn will have an impact both on health and his relationships with his peers
The family are also at risk of having financial difficulties if the receipt of benefits is not investigated

What changes are wanted? *(Include the child/young person's, parent/carer's and practitioner's views)*

Mark says:

- I would like to spend more time with my mum
- I would like to stop being angry all the time
- I'd like my sister to let me watch my programmes on TV
- I'd like my mum to get some help with my Gran

Mum says:

- I want to be able to spend more time at home
- I want to help mark with his grief
- I want everyone to stop shouting at each other.
- I want to know what I can do about my mum.

How can change happen? *(Include the child/young person's, parent/carer's and practitioner's views)*

Mark needs some support to manage his grief and thereby manage his behaviour.
 Sonia needs some support to care for her mother.
 Sonia needs to further explore whether it will be beneficial for Molly to move into the family home.
 Sonia needs to spend more time with Stacey and Mark.
 Mark's diet needs to improve.
 Sonia needs to investigate what financial support she is entitled to.

Agreed Actions *(in order of priority list the actions agreed for the people present at the assessment)*

Desired Outcomes <i>(as agreed with child, young person and/or family)</i>	Action	Who will do this?	By when?

Agreed review date

Goals *(e.g. How will you know that things have improved? What will things look like at review?)*

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

I really miss my granddad and I wish everything was like it was before and my mum did cooking with me.

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

I would really appreciate some help at the moment, especially with Mark's behaviour because this is his last year at primary school and I don't want him getting into trouble

Consent statement for information storage and information sharing

"We need to collect the information in this CAF form so that we can understand what help you may need. If we cannot cover all of your needs we may need to share some of this information with the other organisations specified below, so that they can help us to provide the services you need. If we need to share information with any other organisation(s) later to offer you more help we will ask you about this before we do it."

"We will treat your information as confidential and we will not share it with any other organisation unless we are required by law to share it or unless you will come to some harm if we do not share it. In any case we will only ever share the minimum information we need to share"

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

Anyone

Signed Name Date

Assessor's signature

Signed Name Date

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

If at any time during the course of this assessment you are concerned that an infant, child or young person has been harmed or abused or is at risk of being harmed or abused, you must follow your Local Safeguarding Children Board (LSCB) safeguarding children procedures. The practice guidance *What to do if you're worried a child is being abused* (HM Government, 2006) sets out the processes to be followed by all practitioners.

If you think the child may be a child in need (under section 17 of the Children Act 1989) then you should also consider referring the child to children's social care. These referral processes will be included in your local safeguarding children procedures and are set out in Chapter 5 of *Working Together to Safeguard Children* (2006) (www.ecm.gov.uk/workingtogether). You should seek the agreement of the child and family before making such a referral **unless to do so would place the child at increased risk of significant harm.**