

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="Jane"/>	Family name	<input type="text" value="Smith"/>	
Male	<input type="checkbox"/>	Female	<input checked="" type="checkbox"/>	
		Unknown	<input type="checkbox"/>	
Address	<input type="text" value="10 Test Avenue, Chesham"/>		AKA ¹ /previous names	<input type="text"/>
		Date of birth or EDD ²	<input type="text" value="8/9/95 (14)"/>	
		Contact tel. no.	<input type="text" value="990887766"/>	
		Unique ref. no.	<input type="text"/>	
Postcode	<input type="text" value="BL1 1AA"/>	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 checked="" type="checkbox"/>	Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White & Black Caribbean	<input 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) e.g. signing, interpretation or access needs

¹ 'Also known as'
² Expected date of delivery

Assessment information

People present
at assessment

Andy Session (Youth Worker)
Jane Smith- Young Person
Mo Smith- mother

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

Jane has asked for support because she is feeling unhappy and wants to develop more confidence. Her Youth Worker is concerned about Jane self-harming when she is unhappy. Jane would like her mum to have more support.

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)

Jane lives with her mum, stepfather and brother Sam dob 6/2/00.

She has no contact with her father.

The family have significant contact with the maternal grandmother Angela Test 1 The Cottage, Chesham SS1 3BN

Details of person(s) undertaking assessment

Name

Contact tel. no.

Address

Role

Organisation

Postcode:

Name of lead professional (where applicable)

Lead professional's contact number

Lead professional's email address

Services working with this infant, child or young person

Universal	GP	<input checked="" type="checkbox"/>	Details	Dr. Medic The Surgery Chesham BL1 4QQ	Tel.	555 6666
	Early years/education/FE training provision	<input type="checkbox"/>	Details	Grange School Grange Road Chesham BL5 1ZZ	Tel.	666 7777
Other services	Service	<input type="text" value="Youth Club"/>	Details	Voluntary Youth Club Yew Street, Chesham BL1 6ZZ	Tel.	222 333
	Service	<input type="text"/>	Details	<input type="text"/>	Tel.	<input type="text"/>
	Service	<input type="text"/>	Details	<input type="text"/>	Tel.	<input type="text"/>
	Service	<input type="text"/>	Details	<input type="text"/>	Tel.	<input type="text"/>
	Service	<input type="text"/>	Details	<input type="text"/>	Tel.	<input type="text"/>

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

Jane has visited the GP 5 times in the last year with minor illnesses and infections. She has scars on her arms and legs consistent with self-inflicted injuries.

Physical development

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

Jane is overweight and often complains of feeling tired. She says she is keen to lose weight and eat more healthily

Speech, language and communication

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

Jane has reached developmental milestones at appropriate ages and received all her immunisations. Jane is fairly quiet and sometimes reluctant to talk about her emotions.

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

Jane has a few close friends at the youth club. She forms strong emotional attachments to workers very quickly. She often feels 'let down' if workers are on leave or unwell. Jane has talked to a few members of staff about her self-harming and has asked for support. She sometimes covers up her self-harming and other times draws attention to it. Jane finds it difficult to cope with stress and sometimes has panic attacks

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

Information from the Head of the school Jane attends is that she is easily led.

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

At school Jane can be subdued and quiet. She is very shy in large groups and appears to lack confidence. At the youth club Jane is very caring and enjoys helping other people. Jane says 'I don't like how I look and worry about what other people will think of me. I don't like being around people I don't know'.

Family and social relationships

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

Jane appears not to have built any close relationships in school, she finds it difficult to maintain relationships. Jane finds it easier to mix with younger children. However Jane is very likeable, she has a good sense of humour and appears happy most of the time in school.

<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>Jane has sometimes had difficulties with personal hygiene. She is sometimes reluctant to make decisions and often doesn't use her own initiative.</p>
<p>Learning</p>	
<p>Understanding, reasoning and problem solving Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction</p>	
<p>Participation in learning, education and employment Access and engagement; attendance, participation; adult support; access to appropriate resources</p>	<p>School have stated Jane has great potential academically but often does not complete her homework. She however produces good work when she is asked to stay behind at the end of the day. Jane's lack of confidence holds her back and can stop her starting a task because she thinks she cannot do it.</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>Jane is perceptive and thoughtful particularly when she is interested in a subject. She says, 'I really like geography. I enjoy learning about how the climate is changing and how what we do affects it'. Jane's attendance is average but she is sometimes late for school.</p>
<p>Aspirations Ambition; pupil's confidence and view of progress; motivation, perseverance</p>	<p>Jane has the potential to continue to higher education, she says however she does not know what she wants to do after her exams. Jane suffers panic attacks around exam times.</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

Jane's mum has come to her most recent parent's evenings. Jane says she worries about her mum as she is sad sometimes and nothing cheers her up.

Emotional warmth and stability

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

Jane says 'sometimes mum doesn't notice I'm there'.

Guidance, boundaries and stimulation

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

Jane's mum likes to know where she is, she doesn't like her out after dark 'because it's not safe'. Due to this Jane sometimes can't get to youth club unless a neighbour gives her a lift. Jane's mum also wouldn't let Jane attend a recent geography field trip because of safety worries. Jane says 'it's not fair that everyone else got to go on the trip and I didn't, I really wanted to go'.

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

Jane's mum left an abusive relationship 18 months ago. She has a history of depression and self harm. Jane said her mum is not talking to some of her friends at the moment and this is 'making things tense at home'.

Wider family

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

Jane is very close to her younger brother and often checks on him in school breaks to check that he's OK. Jane enjoys being with her grandmother but since her mum moved in with her boyfriend she sees less of her grandparents as the boyfriend doesn't get on with them.

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 live in a privately rented 3 bedroom house.

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

Jane has to get 2 different buses to school and sometimes she's late if they're delayed

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?)

Jane will have stopped self harming; will be more confident and making and sustaining relationships with young people her own age.

She will be attending school regularly without being late and handing homework in on time.

Jane will be happier at home, not worrying about her mother being unhappy and be seeing her grandmother regularly again.

Jane's mum will be able to allow Jane to be involved in activities appropriate for her age without being anxious about her safety.

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:

Jane is very likeable and caring and has a few close friends
She has started to talk about her self-harming and asked for help,
She has academic potential and can be very perceptive
Jane is very close to her grandmother and her younger brother

Needs/ worries:

Jane lacks confidence in her school work and in building relationships with young people of her own age.
Jane can be subdued and quiet.
Jane needs support to stop self harming.
Jane needs to be involved in activities without her mum feeling anxious about her safety.

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

Jane says she wants:

- 'someone to help with my self harming'.
- 'to feel more confident'.
- 'I want mum to stop worrying about whether or not I'm safe and let me go out more'.
- 'I want my mum to be happier'.
- 'I want to see my Nan more often'
- Jane's mum says 'I want to know how to help Jane and keep her safe'

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

Jane needs support from a behavioural programme/counselling so that she stops self-harming and builds up her confidence with her work and her ability to form lasting friendships. This should also help Jane manage her panic attacks. Jane needs advice on a healthy diet and exercise so that she can lose weight. The aim would be that Jane feels happier and more confident in herself and is able to acknowledge the strengths and qualities she has. Jane's mum needs support and reassurance to manage her anxiety to allow Jane to join in the activities she enjoys. school trips and youth club. She also needs awareness of how the home situation is affecting Jane.

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

Desired Outcomes
(as agreed with child, young person and/or family)

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?)*

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

I am clear now about the help I need to make me and my mum feel better.

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

I don't want Jane to worry about me; I will accept any help we can get.

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 who can help Jane & me'

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.**