Family Early Help Assessment (EHA)  
Quality and Compliance Guide – Partner Agencies

Ensure that the most up-to-date version of the Family EHA is used and once completed please send to the Early Help Support Team. The assessment is password protected. The password is earlyhelpassessment

The Early Help offer is a consensual process designed to place the family at the centre of support. Effectively engaging the family at the outset of any intervention will provide valuable opportunities for self-advocacy; this will aid the Early Help process and most importantly support the family through the interventions that are being provided.

Section 1: Three Key Principles for Consent & Information Sharing

The practitioner initiating the assessment needs to explain the meaning of the three principles to the family. They themselves need to read and confirm that they have gained consent from the family. If consent is not obtained then the reason for this needs to be recorded in the box provided.

Section 2: Family and Agency Information

Child(ren)/ Young Person and Adults in the Household sections
- Do not leave any of the checkboxes or appropriate text-fields blank

- If family declines to give an answer or provides only a partial answer to a particular question, demonstrate that you’ve asked, i.e. “Parent declined to answer”, “Parent provided the following”, “Parent did not know”

Details about You - Assessor Information section
This section should be completed with the details of the person undertaking the assessment of the family. Any other agencies that the family are working with should also be recorded here.

Previous Assessments/ Screening Tools or Plans
Record whether any relevant professional assessments or plans have previously been completed. Indicate which documents have been submitted with the Early Help assessment and ensure that they are attached.

Section 3: Family Needs

The assessment gathers information about a child/ren and their family which will help professionals to understand the family’s needs. The assessment will also determine whether those needs are being met by the family and/ or any agency already involved. A successful assessment of need will assist the following decisions;

- how best to support the family to build on strengths
- how best to address problems to ensure the child’s safety
- how best to improve the child/ren’s outcomes

The Family Needs section is divided into six sub-sections that are aligned to the Think Family programme. The sections have been specifically designed to make it as easy as possible to record the views of individual members of the family.
The information below applies to all sub-sections;

- Where possible record the specific statements made by child/young person, parent/carer or practitioner(s).

- For children consider other means to record their view/feelings e.g. pictures, 3 houses tool

- There is a ‘No known concerns in this area’ checkbox located in the ‘What are we Worried about?’ heading. This checkbox is used to indicate that no family member or professional has concerns in that particular area; if it is checked that section can remain blank. However, as this is an assessment of strengths as well as needs, the following sections – ‘What is Going Well?’ and possibly the ‘What needs to Happen?’ should still be completed.

- Record your own observations and any discussions with other practitioners. Clearly indicate who provided the information stated on the assessment

- Please take care not to express opinion as fact – i.e. if the child looks healthy do not state “child is healthy”. A statement such as “child appears to be healthy” or similar would be more suitable

- If multiple children are being assessed, clearly indicate information that relates to specific children

- Do not presume to know all of the issues a family have, be sure to ascertain all of their concerns by having a conversation about their worries and needs

**Section 4: Analysis and Reflections**
This section should be completed with the family and reflect on the assessment as a whole. The professional should have a discussion with the family about their analysis of the assessment. The family should agree with the areas where change needs to happen and concur with the impact that this will have.

This section also requires the professional initiating the process to scrutinise the information that has been gathered in the Family Needs section and record their professional opinion

**Section 5: Next Steps**
In the relevant section, indicate the next steps you as the initiating agency/professional intend to take. Refer to the RSRT Guidance.

**Section 6: Signatures**
Family members should sign to confirm that they have read and agreed with the information in the assessment. The professional that completed the plan and the manager with oversight should also sign the form. A hard copy should be kept on file and an electronic version sent to the Early Help Support Team and other professionals involved.

**Section 7: Petal Scoring Tool**
This tool should be completed with the family. It is very possible that three separate scores could be recorded in each area based on the differing views of the child/young person, parent or professional.