

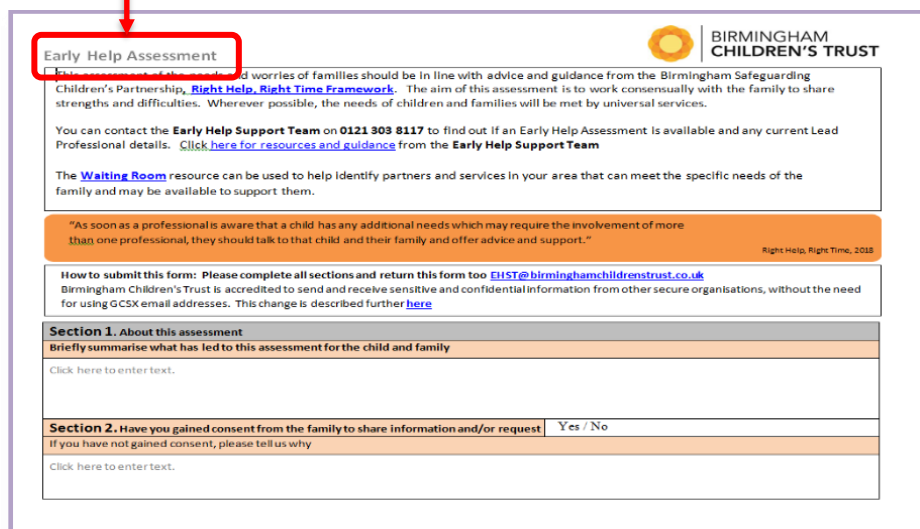
Early Help Assessment

Guidance for Practitioners



Practitioners Guidance for Completing an Early Help Assessment

Ensure that the most up-to-date version of the Early Help Assessment (EHA) is used



The screenshot shows the top portion of the Early Help Assessment form. A red box highlights the title 'Early Help Assessment' in the top left corner, with a red arrow pointing to it from the text above. The form header includes the Birmingham Children's Trust logo and name. The main text explains the purpose of the assessment, contact information for the Early Help Support Team (0121 309 8117), and a link to resources. A quote from the 'Right Help, Right Time' 2018 report is included. Below this, there are sections for submitting the form and a table for Section 1 (About this assessment) and Section 2 (Consent).

Overview

The early help assessment is designed to provide a co-ordinated and holistic response to the needs of the family. It is expected that Partner Agencies already working with the family, will use the assessment to assess, plan and support families, to prevent problems escalating to the point where statutory intervention becomes necessary. The assessment is a family-based assessment, which should be used to gather information about each child and adult, in order to build a complete picture of the family's strengths and needs, and to pull together a multi-agency support plan.



It is important to note, the assessment is a consensual process designed to place the family at the centre of support and will only be as good as your conversations with the family. It should not be used as a form filling exercise.



The key to an effective assessment is to work in collaboration with the family throughout the assessment and include all member of the family; adults, children and young people. The purpose and process of the assessment should be explained to the family, to ensure they feel part of the assessment rather than outside the process.



It is also important to include the information and opinions of all professionals, working with the family. This will ensure a holistic assessment will be completed, as each professional will hold information relating to different aspects of the family's life and circumstances.



Section 1: Summary

The summary is used to clearly outline the family situation, providing a very clear reason as to why an early help assessment is being completed.

Section 1. About this assessment			
Date of Assessment	Tuesday, 17 November 2020	Are you current providing support to the family	YES
Briefly summarise what has led to this assessment for the child and family			
<p>Mom has been asking for support as there has been an increase in John's angry outburst at home which can escalate to physical assaults to his sister. This is having a huge impact on the whole family's emotional well-being. These incidents are becoming more occurrent and de-escalation can take several hours. Jane has been recently diagnosed with ADHD and mom is struggling to manage the constant demands of two complex needs children on her own while holding down a full-time job. Mom is concerned that John is not managing his emotions well and that it is only a matter of time before he lashes out at school and this will result in a school exclusion. Mom would like all professionals to work together to best meet the needs of her children and gain positive outcomes.</p>			

Section 2: Consent

Consent should be indicated using the drop down. As well as using the drop down, it is also requested that a comment stating who has consented to the early help assessment is recorded.

When explaining consent to the families you need to be clear, that giving consent means the information in the assessment will be shared with other professionals and Partner Agencies, who are already involved with the family or who may be able to help in the future. You will also be sharing the completed assessment with the Early Help Support Team (EHST).

Section 2. Have you gained consent from the family to share information and/or request this support	YES
If you have, please describe who has consented and if you have not been able to gain consent, please tell us why	
We discussed this in a face to face meeting at school and mom consented to the early help assessment	

Section 3: Family Information -Child(ren)/ Young Person, Adults in the Household and Significant others

- Do not leave any of the checkboxes or appropriate text-fields blank
- Details of the child or children in the family (under 18) and others in the home if not related should all be recorded. Followed by Details of adults in the household, other significant adults around the family and children
- Where information is unknown, not applicable or declined it should be clearly stated as it confirms that you as the assessor have asked for it

Section 3. Child(ren) or Young Person you are concerned about									
Full Name	Gender	DOB / Age / Due Date	Address & Telephone	Ethnicity	Disability / Diagnosis	Education Setting	Interpreter / Signing	Nationality	Nat Ins NHS no.
John Smith	Non-Binary	06/08/2011	Here, by there, somewhere else, B1 1BB	White	Dyslexic, ADHD	Primary School	None Needed	British	AB123456H and NI CD789101112E
Jane Smith	Female	01/01/2003	As above	Black	None	Secondary (Leaving Soon)	None Needed	British	FG212223H and Unknown NI
Other children or Young People you are aware of in the household									
Jason Smith	Male	02/02/2000	Here, by there, somewhere else, B1 1BB	Black	None	None – Employed	None	British	Unknown

Adults you are aware of in the household									
Full Name	Gender	DOB / Age	Address & Telephone	Ethnicity	Disability / Diagnosis	Interpreter / Signing	Nationality	Nat Ins NHS no.	Relationship (Parental Responsibility)
James Doe	Male	04/04/1977	Here, by there, somewhere else, B1 1BB	White	None	None Needed	British	NI XY415664X	Step Dad (PR for John)
Jessica Smith	Female	05/05/1976	Here, by there, somewhere else, B1 1BB	Black	None	None Needed	British	NI YZ456641X	Mother – has PR for all

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Any other significant adults, children or young people who live elsewhere

Johnathan Smith Sr	Male	03/03/1976	Not Here, Over there, Somewhere else, B1 2AA	Black	None	None	British	Unknown	Father to Jane and Jason (Has PR for both)
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Section 4: 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 professionals/organisations that the family are working with should also be recorded here, such as, siblings' school, health professionals, support and care workers.

Section 4. Details about you (for example Organisation such as school name)							
Organisation	Service	Full name	Telephone	Email	Address	Nature of Relationship	Currently Involved
ABC School	Secondary School	Rob Jones	0121 333 1212	R.jones@abc.sch.bham.uk	1 ABC Road, B1 5AG	DSL	Yes
Other agencies involved with the child(ren), young people or Family							
ABC School	Secondary School	Paul Smith	0121 333 1212	P.smith@abc.sch.bham.uk	1 ABC Road, B1 5AG	Head of year 7	Yes
Newby Medical Centre	GP	Dr Raj	0121 444 2211	Unknown	33 Newby Road, B1	Family GP	Yes

Section 5: 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. If there are no previous assessment that you are aware of, then you should indicate this by stating not applicable or unknown.

Section 5. Previous Assessments / Screening Tools or Plans available						
Title	Type	Date	Completed by (Name)	Organisation	Purpose	Attached
CSE Screening Tool	Screening	30/6/19	Rob Jones	ABC School	ID any need for CSE assessment / cause of change of behaviour	Will Follow



Section 6: Family Needs – Views of Child and Young Person(s)

This section of the assessment gathers information about a child/ren, which will help professionals to understand their strengths and needs. You should ensure the initial concerns which led to the EHA being initiated, as well as wider areas of the child/ren's life, are fully explored.

When completing the Child/ren's section consider the following:

- Conversations should be aligned to the Think Family criteria, including the views of all the children and not just the child presenting the initial concern
- Where possible record the specific statements made by child/ren, clarifying any comments which are not clear
- For younger children consider other means to record their view/feelings e.g. pictures, 3 houses tool
- As it is not possible to get the voice of babies and unborn children, the feelings and observations should be represented by the professional and parent's perspective
- 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 the issues a family have, be sure to ascertain all their concerns by having a conversation about their worries and needs
- It is important to note, that the signs of safety questions; what is going well, what are we worried about, what needs to happen next, are questions which need to be turned into conversations. The 5Ws (what, where, when, why and who) or the [EARS questioning strategy](#) are good tools which can be used to support the assessor when completing the assessment with the family

Section 7: Family Needs – Views of Parent, Carer or other Adult(s)

This section of the assessment is focused on the strengths and needs of Parents and other Adults. You should ensure the initial concerns which led to the EHA being initiated, as well as wider areas of the Parent's life, are fully explored. There may be other family members, grandparents, separated parents etc. who are important to this family, or to a member of the family. They may also have a contribution to make to the assessment, and you will need to indicate whether this has happened. If they have not contributed, you will need to record the reasons for this, as not contributing may be significant.

When completing the Parent/Carer/other Adult(s) section consider the following:

- Ensure Parents/Carers own comments and views are recorded in all three sections
- Expand on information shared by Parents/Adults where it is too vague or brief, by asking them to provide examples to get a clear picture of the circumstances
- Conversations should be aligned to the Think Family criteria, were Parents/Adults should be probed into other aspects of their life, to establish if other areas of the family's life may be going well, other than their initial concern

- If more than one Parent or Adult are contributing their views, clearly indicate information that relates to the specific Parent/Adult
- If a Parent/ Adult has not contributed to the assessment, you would need to record the reasons

Section 8: Professional(s) Judgement and Analysis

This section should be completed by professionals already involved with the family, reflecting on the needs of all family members in line with the 6 Think Family criteria.

In this section you need to record your professional judgement, and analyse the information gathered in the assessment. You will need to demonstrate a clear understanding of the children and family's situation, and what that information means for each child and adult. From this, you will identify the needs for each members of family and how these needs can be met. Family strengths should be recognised and built upon, and concerns should be clearly recorded along with their possible impact.

When completing the Professionals section consider the following:

- As the assessor do not use this section to only focus on the strengths and concerns related to your professional area, i.e. education. Ensure you include other practitioners who are already involved with the family to share their thoughts, and views from their perspective
- Try not to repeat what the Family have said in this section, as this section is about analysis of what has been collated in the family's section and to record professional judgement and impact

Section 9: Reflection

Having gathered your information, analysed it and reached your conclusion (Refer to the RHRT Guidance) it is important that you share this information with the family. If there is a difference of opinion between your views and those of the family, they should not be ignored. These areas of disagreement should be discussed and recorded. This ensures everyone's point of view is heard. As this is a consensual process the family should agree with the areas where change needs to happen and agree with the impact that this may have.

Section 10: Next Steps

In this section, you need to indicate the next steps you intend to take on behalf of the family (Refer to the RHRT Guidance). You should clearly state if the early help assessment will be progressing to an 'Our Family Plan' (OFP). When and where the meeting will be taking place, which agencies will be supporting the family, and if these professionals, will be invited to the OFP. If at the end of the assessment you have identified additional needs, and require support from a family support worker, this should also be recorded here. You may then need to also complete a separate form, Birmingham Forward Steps Request for Service (child aged between 0-5 years). This can be found on the [Birmingham Forward Steps](#) website or the 'Request for Support Form'. This can be found on the Birmingham [Safeguarding Children Partnership](#) website.

Please send a copy of your completed Assessment to the Early Help Support Team, so it can be logged on the central recording system In line with Ofsted recommendations and Working Together to Safeguard Children 2018

Email EHST@birminghamchildrenstrust.co.uk

Tel. 0121 303-8117

