Graded Care Profile 2 Report 

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| Child 1 name | Oliver Lewis | Date of birth | 24/09/2014Age 8 |
| Child 2 name | Jacob Lewis | Date of birth | 06/12/2015Age 6 |
| Child 3 name | Amelia Lewis  | Date of birth | 19/05/2017Age 5 |
| Child 4 name | Harry Lewis  | Date of birth | 11/03/2020Age 2 |

Separate GCP2 assessments should be completed where appropriate (eg if children have differing needs or you feel they are receiving a different standard of care)

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| Name of parent(s)/carer(s) assessed | Jessica Taylor (mother) James Lewis (father) |
| Home address | 1 The Highway, Birmingham  |
| Lead assessor name, role & agency | Adam Thomas, DSL, Oak Tree Primary School  |
| Other professionals contributing  | Emily Jones, Health VisitorYasmin Khan, Children’s Centre Family Support Worker  |

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| Date of report | 02/12/2022 | Initial/Review |

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| Grade | Description |
| 1 | All the child’s needs are always met and the parent goes the extra mile. The child is always put first. |
| 2 | All essential needs are always met. The child is a priority. |
| 3 | Most of the time the essential needs of the child are met.  |
| 4 | Most of the time the essential needs of the child are not met. The child’s needs are placed second to those of the parent/carer’s |
| 5 | The child’s essential needs are not met. May be due to intentional disregard. The child is not considered. |

# Graded Care Profile 2 Report

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| Introduction |
| **Family context/Reason for involvement (include level of intervention – eg Early Help/CiN/CP):** An Early Help Assessment has been opened for the family due to concerns about the children’s school attendance and presentation. A GCP2 is being completed alongside this to assess if support is needed with parenting and inform the Early Help plan for the family. Jessica and James are young parents with four young children and appear to find it challenging to meet all of their needs at times. Both parents can often present as stressed, shouting at the children when they take them to school. There are also concerns about the level of stimulation and supervision provided to the children at home; school books are not read and parents do not engage with school events such as parents’ evening.  |

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| 1. Physical Care
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| A1. Nutrition | Grade | Comments |
| 1.1 Quality  | 3 | Both parents cook for the children and although food provided can vary, it is generally of adequate quality. There are some fresh meals prepared such as pasta and shepherd’s pie as well as frozen food such as fish fingers and chips. The snacks provided are sometimes unhealthy (eg biscuits, crisps). Oliver, Jacob and Amelia have a free school meal at lunch time.  |
| 1.2 Quantity | 2 | The children are provided with a good quantity of food and are given a snack when they return home from school.  |
| 1.3 Specific Diet (if applicable) |  | N/A |
| 1.4 Preparation | 3 | James tends to do a weekly shop for the family and buys what they need to prepare meals. The family have been provided with food bank vouchers at times when they have struggled financially  |
| 1.5 Organisation | 3 | James and Jessica prepare an evening meal for the children, and the children usually eat together with parents eating later. The family have a dining table in the kitchen although they sometimes eat on the sofa in the living room.  |
| Sub-area score for Nutrition | 3 |  |

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| A2. Housing | Grade | Comments |
| 2.1 Facilities | 3 | The family have all basic amenities (fridge, cooker, table and chairs, hearing, hot water etc). The family live in a three bedroom house rented from the council and they have an enclosed back garden. Oliver and Jacob share a bedroom, Amelia has her own room and Harry sleeps in a toddler bed in parents’ bedroom.During visits, there has sometimes been no bedding on the children’s beds. Parents have explained that this is due to bedwetting. This may need to be monitored.  |
| 2.2 Maintenance | 3 | The home and garden have been observed to be in adequate condition during visits.  |
| 2.3 Decor | 3 | Home conditions can be variable with the kitchen cluttered at times but adequate on the whole |
| Sub-area score for Housing | 3 |  |

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| A3. Clothing | Grade | Comments |
| 3.1 Weather appropriateness | 3 | The children do have adequate clothes for the weather however parents have had to be reminded on occasion to bring coats to school for outdoor play and that Amelia should not come to school in sandals.  |
| 3.2 Fitting | 3 | Most of the time the children’s clothes fit them well enough |
| 3.3 Look | 4 | The children often attend school without proper uniform and their clothes can be dirty and creased.  |
| Sub-area score for Clothing | 4 |  |

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| A4. Hygiene | Grade | Comments |
| 4.1 Hygiene | 4 | The children are often unkempt with untidy hair and dirty nails. Amelia sometimes comes to school smelling of urine. Parents have been spoken about this and stated it is due to her bedwetting. Parents have been advised on several occasions that she needs to be washed in the morning if this is the case.  |

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| A5. Health | Grade | Comments |
| 5.1 Opinion sought | 4 | Parents have had to be prompted by school or Health Visitor on several occasions to take the children to the GP when they are unwell. School attendance is low due to reported illness however often this is not followed up with an appointment with the GP.  |
| 5.2 Follow up | 4 | As above, parents need prompting to follow up on any medical advice, for example for Harry’s speech delay or Oliver’s asthma. |
| 5.3 Checks  | 4 | The children are up-to-date with their immunisations but are not registered with a dentist. |
| 5.4 Disability/health condition (if applicable) | 4 | Jacob wears glasses but often comes to school without them. Oliver has asthma but does not always have an inhaler at school which causes concern.  |
| Sub-area score for Health | 4 |  |

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| 1. Physical Care
 | Grade | Comments |
| Area score for Physical Care | 4 | There are a number of concerns in this area that will need at be addressed as part of the plan, particularly in relation to the children’s health and hygiene.  |

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| 1. Safety
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| B1. In carer’s presence | Grade | Comments |
| 1.1 Awareness  | 4 | When the family are at home, James is often playing computer games and Jessica is on her phone, meaning the children are frequently unsupervised. Harry in particular is very young and may be at risk if he is not monitored appropriately.  |
| 1.2 Practice | 4 | As above, children are not always well-supervised at home. There are no stair gates and concerns have been raised about children being seen leaning out of upstairs bedroom windows. The back garden is safe, with a fence and a gate that the children are unable to open by themselves.  |
| 1.3 Online | 3 | Oliver and Jacob have tablets with parental controls set. However, they often use these in their bedroom without supervision so could potentially access inappropriate material.  |
| 1.4 Traffic | 1 | Children are taken to school by a parent and hold hands crossing the road |
| 1.5 Safety features | 4 | As above, this is variable. The garden is safe but concerns about supervision and issues such as upstairs windows being unsafe.  |
| Sub-area score for Safety in carer’s presence | 4 |  |

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| B2. In carer’s absence | Grade | Comments |
| 2.1 In carer’s absence | 2 | The children are usually cared for by one or both of their parents. Maternal grandmother babysits on the occasions where both parents are busy.  |

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| B. Safety  | Grade | Comments |
| Area score for Safety | 4 | There are a number of concerns about safety and supervision in the home. Parents are at home with the children but are often distracted and not aware of what they are doing at all times. As the children are young, this could put them at risk of injury.  |

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| 1. Emotional Care
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| C1. Carer | Grade | Comments |
| 1.1 Sensitivity | 4 | Both parents can often seem distracted and the children often vie for their attention. This can lead to the children displaying unwanted behaviour such as shouting and fighting which parents find challenging to manage.  |
| 1.2 Timing | 4 | As above, children often resort to negative behaviours to gain parents’ attention. This in turn leads to James shouting at them.  |
|  1.3 Quality | 4 | Both parents often present as distant and do not consistently respond to the children. Jessica will comfort the children if they are distressed but James can often find this irritating.  |
| Sub-area score for Carer | 4 |  |

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| C2. Mutual engagement | Grade | Comments |
| 2.1 Initiation  | 4 | The children often seek to gain parents’ attention by shouting, crying or misbehaving. Parents rarely initiate interactions.  |
| 2.2 Quality | 4 | Children will play with each other, but parents do not play with them. On occasion the family will watch television together.  |
| Sub-area score for Mutual Engagement | 4 |  |

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| C. Emotional Care | Grade | Comments |
| Area score for Emotional Care | 4 | Concerns have been identified regarding the interaction between parents and children. Some work is needed in this area.  |

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| 1. Developmental care
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| D1. Stimulation | Grade | Comments |
| 1.1 Interactive  | 4 | Harry’s speech is delayed, and Health Visitor is concerned this could be due to a lack of stimulation. The family are eligible for nursery funding and have been advised to access a nursery place for him.  |
| 1.1 Education (5+) | 4 | School attendance for Oliver is 62%, Jacob 65% and Amelia is 58%. This is in part due to a high level of lateness. Parents do not engage well with school and often do not provide a reason for absence. All three children are behind age-related expectations.  |
| 1.2 Toys | 3 | The children have some age-appropriate toys, activities and books although parents rarely play with them.  |
| 1.2 Sport (5+) | 4 | Oliver and Jacob have expressed a wish to attend a football club however Jessica and James have not been supportive of this. The boys are very active and would benefit from a sports activity as would Amelia. After school clubs have also been offered free of charge and parents agreed but the consent forms have not been returned.  |
| 1.3 Outings | 4 | The children are rarely taken to activities outside of the home other than to visit extended family. There is a playground close to their house and the children would benefit from playing and socialising there. Children’s centre staff have made efforts to engage parents and encourage them to bring Harry to stay and play groups but this has not yet happened.  |
| 1.3 Peer Group (5+) | 4 | Amelia, Jacob and Oliver have friends in school but are not supported to socialise outside of school. The children do have each other to play with as well as extended family members.  |
| 1.4 Celebration  | 3 | The family celebrate Christmas and the children’s birthdays with extended family members.  |
| Sub-area score for stimulation  | 4 |  |

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| D2. Approval | Grade | Comments |
| 2.1 Approval | 3 | Jessica and James are able to praise the children when achievements are pointed out by school  |

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| D3. Disapproval | Grade | Comments |
| 3.1 Disapproval | 4 | James tends to discipline the children by shouting at them. Jessica does not usually put boundaries in place. This can cause confusion as there are different parenting styles.  |
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| D4. Acceptance  | Grade | Comments |
| 4.1 Acceptance  | 4 | Jessica and James seem to struggle to understand the different needs of the children and adapt their parenting accordingly  |

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| D. Developmental Care | Grade | Comments |
| Area score for Developmental  | 4 | Concerns have been noted in this area, particularly about the level of stimulation provided to the children which may have led to developmental delay and affected level of achievement in school.  |

Analysis/ additional information: |
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| The assessment has identified a number of concerns in all areas that will need to be addressed to ensure the children’s needs are met. There were some positives in terms of nutrition and some areas of safety. A plan of support will be put in place to address the issues raised. As some of the concerns are significant, if there are no changes after a review period of three months, a request for support will be considered. As there are a number of issues to address, the plan will focus on a few actions at a time so as not to overwhelm the family. These can be updated as the plan progresses.  |

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| Parent’s comments |
| The assessment was completed alongside Jessica and James who found some aspects difficult but were in agreement overall. Jessica and James have agreed to work with professionals on a plan to try and improve the scores and avoid escalation.  |

**Family Plan (ensure all actions are SMART)**

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| **What needs to change?** *From looking at GCP2 assessment, what improvement areas should the plan focus on?* | **How will we achieve this?** *Give specific, measurable, and realistic actions to achieve aims identified in first column.* | **Who will be responsible?** *Set out which professional or family member will work with carers to achieve the identified goals.* | **When will we do it?** *Add an achievable timeframe for completion of each task.* |
| Harry is delayed in his development and would benefit from more stimulation  | Harry will attend nursery for his funded hours | Emily (health visitor) will support Jessica and James to apply for nursery place | Application to be completed within two weeks  |
| The upstairs windows are unsafe  | James will fit window locks to ensure the children can’t fall out | James (dad)  | Within one week  |
| The children would benefit from attending extra-curricular activities  | Oliver, Jacob and Amelia to attend an after school club next term  | Mr Jones (school) will support Jessica and James to complete forms and ensure a place is offered  | By end of current term  |
| Amelia, Oliver and Jacob are not achieving their potential in school  | Children’s school attendance to be at least 75% by end of term. Children to arrive on time and wearing clean uniform. Parents to notify school and provide medical evidence if children are unwell.  | Jessica and James (mum and dad) with support from Mr Jones (school)  | By end of current term |
| The children are resorting to negative behaviours to gain parents’ attention which in turn is causing parents to become frustrated  | Reward chart to be implemented to encourage positive parenting. Family to do an activity or go out together at least once a week.  | Jessica and James with support from Yasmin (children’s centre)  | Within one month  |

**Once complete, upload to child’s file and send a copy to** **GCP2@birminghamchildrenstrust.co.uk**