

CAF form

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.

Name	<input type="text" value="Jack Smith"/>	AKA ¹ /previous names	<input type="text"/>
Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
		Unknown	<input type="checkbox"/>
Date of birth or EDD ²	<input type="text" value="1.5.93"/>	Contact tel. no.	<input type="text" value="0870000000"/>
Address	<input type="text" value="20, Cliff Avenue, Reevyshaw, Bradford"/>		
		Unique ref. no.	<input type="text"/>
		Version no.	<input type="text" value="1"/>
Postcode	<input type="text"/>	Religion	<input type="text"/>

Ethnicity

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"/>	Any other ethnic group*	<input type="checkbox"/>
Any other White background*	<input type="checkbox"/>	Any other Black background*	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>	Not given	<input type="checkbox"/>
				Any other Asian background*	<input type="checkbox"/>	Any other mixed background*	<input type="checkbox"/>		

*If other, please specify	<input type="text"/>	Immigration status	<input type="text"/>
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Child's first language	<input type="text" value="English"/>	Parent's first language	<input type="text"/>
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Does the child have a disability? Yes No

If 'yes' give details

Is an interpreter or signer required? Yes No Has this been arranged? Yes No

Details of any special requirements (for child and/or their parent)

¹ 'Also known as'

² Expected date of delivery

Assessment information

People present
at assessment

Angela Adams Learning Mentor, Jack and Jackie Smith mother

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

Jack transferred to Beacon High School in January 2005 this was as a result of a managed move from Canterbury Copmmunity College as he was at risk of permanent exclusion. He is at School Action + on the SEN register. The behaviour that causes concern at school includes low level disruption, refusal to comply with requests, verbal insults directed at staff, there have been a number of fights with other pupils. He isn't co-operating with boundaries set at home by Jackie according to her. He stays out later than Jackie wants and Jackie is concerned that he may be taking drugs. According to Jackie he won't get up in the morning to go to school. There have been a number of fixed term exclusions. He was caught attempting to break into a local primary school in early May, this offence is being investigated by the police, charges may be brought. Attendance is very poor currently at 63%.

Details of parents/carers

Name Jackie Smith

Contact tel. no. 0870000000

Relationship to unborn baby, infant, child or young person

Mother

Address see above

Parental responsibility?

Yes

No

Name Lee Brown

Contact tel. no. 0781111111

Relationship to unborn baby, infant, child or young person

Father

Address

Parental responsibility?

Yes

No

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)

Jack lives with his mother Jackie in private rented accommodation. Jack has a younger sister Susie who lives with maternal Grandma. Jack and his mum lived with their extended family John and Jane when Jack first started this school, they moved out in October 2006.

Grandma (Agnes Smith) lives close by and tries to offer what help and support she can to Jackie and Jack.

Details of person(s) undertaking assessment

Name

Contact tel. no.

Address

Role

Organisation

Name of lead professional (where applicable)

Lead professional's contact number

Services working with this infant, child or young person

Universal	GP	<input type="checkbox"/>	Details		Tel.	
	Early years or education/training provision	<input type="checkbox"/>	Details		Tel.	
Other services	Service	School Nurse	Details	Fred Farmer	Tel.	
	Service	SENCO at school Learning Mentor	Details	Barbara Bell Angela Adams	Tel.	
	Service	Educational Social Work Service	Details	Chris Connell	Tel.	
	Service	Inclusion Manager	Details	Rosie Riveter	Tel.	
	Service	Police	Details	PC Diane Diggory	Tel.	
	Service	YOTS	Details	Ernest Everest	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

Family registered with GP. Jack is up to date with immunisations
He broke his arm two years ago as a result of a fall. (checked with school nurse)

Physical development

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

Jack is tall for his age and physically strong.

Speech, language and communication

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

According to teacher assessments Jack finds listening difficult in a class room context.

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

He has friends at school and plays football with them. He has a group of friends that he associates with at home, some of whom are older. Jackie reports that she had some difficult times when he was a baby as Jack's father didn't want anything to do with him or her. Jack says he feels happy when he is with his friends.

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

In school Jack will draw attention to himself by behaving inappropriately. There are 40 recorded reported incidents on the school system (CMYS) A duty teacher has been called on 30 occasions when he has had to be taken away from the class and placed in the Behaviour Support Unit. Jack's behaviour did improve when he moved school. That was when Jack and his Mum were living with Jane and John. The number of reported incidents reduced. However in the last year there has been a deterioration. He can be aggressive to his peers and adults in school. Jackie says that he is often aggressive to her and has been violent. He is like this when she tries to enforce boundaries. He is easily distracted and has a short attention span. Jack has admitted that he uses cannabis and drinks alcohol. He has come home affected by both on a number of occasions.

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

Jack seems to have low self esteem about school work, he has talked to Angela about his Dad. He feels that there must be something wrong with him so his dad rejects him.

Family and social relationships

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

When Jack started at Beacon School his mum Jackie told the SENCO that Jack was having significant issues with his father who has other children at the school. Barbara, the SENCO discussed this and agreed to approach Lee to see if he would be prepared to have help with mediated contact with Jack. Lee refused, he said he doesn't want any contact. This has caused Jack distress, he has also witnessed Jackie being verbally abusive to Dad and his current family. Jack feels rejected and has talked about his Dad hating him. Jack has a good relationship with Jackie's brother John and his partner Jane. John isn't well, he has cancer. Jackie says she struggles to maintain a stable and secure environment for Jack. She often feels down and tearful and has difficulties coping with the death of her step father.

Self-care skills and independence

Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family

In Year 9 Jack spent some time in the Learning Support Unit (LSU) and responded well to praise and usually followed the rules. He challenges rules and routines in most school subjects, the exception being practical activities and some IT work.

Learning

Understanding, reasoning and problem solving

Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction

Jack can be creative in certain situations and has been successful in some group thinking skills activities in the LSU. He enjoys the Art Group run by the school youth worker

Participation in learning, education and employment

Access and engagement; attendance, participation; adult support; access to appropriate resources

Jack has told Angela that he feels that he isn't good at school work. He describes himself as "thick". Jack's attendance is a significant concern - currently 64%, the EWS Chris Connell has been working with the family. Jack also has support from myself (Learning Mentor) on a daily basis

Progress and achievement in learning

Progress in basic and key skills; available opportunities; support with disruption to education; level of adult interest

Jack has a reading age 2 years below his chronological age, he went to a Better reading Programme in Key Stage 3 and made some progress but he has recently disengaged with help available. His CATS scores are 90 for reasoning (NV), 75 for reading and 90 for numeracy. This indicates the possibility that he may have a particular difficulty with reading and language. This has been discussed with Jack but he isn't keen on extra help in this area at the moment.

Aspirations

Ambition; pupil's confidence and view of progress; motivation, perseverance

Jack has said he wants to do something practical, he occasionally helps his Uncle John with car repairs; however since his Uncle has become ill he hasn't been able to do this.

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

Chris, the EWS has reported that the house is very cold. Three windows were smashed, the house had been mud balled. The house was untidy with clothes on the kitchen floor. Jackie says she struggles with finances.

Emotional warmth and stability

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

Jackie says she doesn't praise Jack because he won't follow rules or boundaries. She has to shout at him because that is the only way she can get him to do anything. Jack has moved around with his mum.

Guidance, boundaries and stimulation

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

Jackie says she struggles with setting boundaries. Jack is often not at home and doesn't come home at agreed times. He has told his mum that he smokes and gets cigarettes and occasionally cannabis with his mates from 'Druggie Billy' who lives near his Grandma.

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

Maternal step Grandad died in Dec 2006
Jack has witnessed violence when he was 5. Jackie had a partner who used to hit her. Jackie has also said she used drugs in the past and there was involvement with social services in 2002.

Wider family

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

Support from Grandma
His uncle John and Aunt Jane have been supportive. Jack and Jackie lived with them for a year from 2005 -2006. Jack's attendance improved and Jackie was supported in her parenting.

Housing, employment and financial considerations

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

Hot water in some taps, no cold water in one tap. Jackie and Jack have their own bedrooms. The house can be very cold, there are two electric heaters in the bedrooms but Jackie says they are too expensive.

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

The area where they live has a high number of reported street crimes and reports of anti-social behaviour. Jack has been picked up on a truancy patrol supported by Police School Liaison Team. He has also been arrested on suspicion of burglary.

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 conclusions? (For example strengths, no additional needs, additional needs, complex needs, risk of harm to self or others)

Jack has shown that he can respond to a structured supportive environment in the LSU. He also responded well when he and his mum lived. He is at risk of exclusion and the risk factors are increasing with his involvement in crime and substance misuse. Jack has said that he is prepared to make some changes but he would like the opportunity to do more practical things. Jack could benefit from more help with literacy but the other stresses in his life seem to dominate. He has expressed his feelings about his dad on a few occasions. However it may be that his Dad continues to refuse to have any contact with him. Jackie has acknowledged that she would like things to change and will work with support to do this. She has said that she often feels down and worries a lot about Jack and about the money situation.

What needs to change? (For example what outcomes, solutions and goals do the child/young person, parent/carer and you want to achieve)

Jackie: For Jack to attend school regularly, for him to follow rules and to come home at a reasonable time

Practitioner: School attendance to improve and Jack's behaviour at school to improve

Jack: For his mum to stop shouting at him, his dad to have contact with him and the opportunity to do more practical things

Action plan (in order of priority)

Who will do this?

By when?

1. To set achievable weekly targets for improved school attendance linked to incentives for Jack from school and home.
2. Jack to go to bed at an agreed reasonable time so that he can get up for school
3. Jackie to praise Jack for success
4. See if there are any activities that YOTS could support out of school.
5. Regular contact with home with positive reports.
6. Jackie to talk to Jack about these and show that she is pleased.

. Angela Adams
Chris Connell
Ernest Everest
Jackie
Jack

J17th June 07
17th June 07

7. To investigate the possibility of some alternative curriculum placement for Jack that links with his interests in car mechanics for the next school year.
8. To pursue the literacy help at a later date if Jack is willing.

Rosie Riveter

17th June 07

9. Parenting support for Jackie to help her enforce boundaries and use more positive parenting strategies. Investigate Family Support or local parenting groups.

Fred Farmer

24th June 07

10. To contact Social Care to ask advice about the situation with Jack's father

Angela Adams

17th June 07

Agreed review date

31st June 07

How will you know when things have improved?

Jack's attendance will have increased to 80%

Jack will be coming home at a reasonable hour and going to bed.

Jack will get up in the morning to go to school

Jack will notice that he is getting praise when things go well

Jack will be co-operating at school and enjoying his alternative placement. This will be measured by school reporting system, teacher reports and LSU reports.

Jackie will report that things are better at home with Jack following rules and routines

Jack will report that Jackie has been more positive at home.

There will be some resolution of the issue with Jack's Dad

REVIEW 1

31ST June 07

Jackie, Jack, Angela Adams, Fred Farmer, Ernest Everest, Rosie Riveter, Chris Connell

Apologies: Diane Diggory

Angela reported that Jack's attendance has improved to 78%. Jackie said he has co-operated more by getting up but there have been a few days when he has truanted. Jack has confided in Angela that there are some lessons that he finds particularly difficult, these are English and Geography. Jack is pleased that he is getting reward slips to take home and that his Mum is nice to him when he brings them home. Jackie has reported that she has still lost her temper with Jack a few times and that he has stormed off out of the house. Chris has referred Jack for some holiday sporting activities. Angela reported that she has contacted Social Care and they recommended the Family Mediation Service. Ernest Everest has agreed to contact Jack's Dad about this as he knows him as a result of another of his children.

Chris Connell reported that there is a 'Tackling Teens' group starting in September as part of Extended Services. Jackie knows another Mum who is going to that and has agreed to go with her. In the interim she is supporting Jackie with behaviour management at home.

CONCLUSION

Continue with the agreed action plan and continue to set attendance targets each week. Practitioners will report to Angela with progress between reviews. Jackie has Angela's mobile number.

Next review: 19th July

REVIEW 2

19TH July 07

Present: Jack, Jackie, Angela Adams, Fred Farmer, Ernest Everest, Rosie Riveter, Chris Connell, Diane Diggory

Jack's attendance has improved again up to 85%, as a reward he was allowed to go on the school trip. He has visited his alternative placement at the Motor Zone and said he thought it would be 'cool'. Angela reported that she had spoken to Jack and Jackie about the Family Mediation Service. They have decided not to go ahead at the moment as Jack still thinks his Dad won't agree and doesn't want to get upset again. Jack reports that he is having English and Geography with the Home/School tutor and this is helping. He is also looking forward to the summer sports programme that Ernest Everest has organised.

Jackie says that she is trying to praise Jack but there have been times when he stays out late and she has got angry. Jack still sees the friends he has got into trouble with and says that he has smoked cannabis a few times. Jack was asked by Angela if he would like some help to stop this. He has agreed to meet with a worker from D&A team and that has been arranged for August 5th.

CONCLUSIONS

Angela is on holiday over the school holidays so Fred has said Jackie can have his mobile number over the summer in case she needs support.

Continue with the current action plan and review progress in the new term when Jack will be starting with Motor Zone and Jackie with 'Tackling Teens'.

CLOSING THE CAF - OUTCOMES

Concern resolved via:

Family/child/young person planned actions YES/NO

Single service planned actions YES/NO

Multi agency provision and Lead Practitioner YES/NO

Other

- Consent withdrawn YES/NO
- Consent overridden (safeguarding issue) YES/NO
- Tier 3 service YES/NO

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

Jack likes the idea of an alternative placement and has said he will work to improve his attendance to support this placement. He has also said he would like some some sporting activity outside of school.

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

Jackie has said she would like to attend a parenting group if there were other similar parents attending and if it was near where she lives.

Consent for information storage and information sharing

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

(Practitioner to detail what information may be seen by which agencies)

Signed

Name

Date

10th June 07

Assessor's signature

Signed Name Date

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

If at any time during the course of this assessment you feel that an infant, child or young person has been harmed or abused or is at risk of harm or abuse, you must follow your local safeguarding children board (LSCB) procedures as set out in the booklet

What To Do If You Are Worried A Child Is Being Abused (Department of Health, 2003).

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