


<p>Integrated Working Guidance for Practitioners: Identifying reasons for a CAF</p>	<p>IWG-16</p>
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<p>This is one of a family of Integrated Working Guidance. It has been developed for managers and staff working with children and young people in the Bradford District. It sets out guidance for practitioners to identify different levels of need to guide their decision making for engaging multi agency activity and planning appropriate levels of intervention.</p>	
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For all CAF forms and Integrated Working Guidance go to:
www.bradford.gov.uk/integratedworking/caf
 For the CAF Helpdesk; 01274 437902 or 437685
 Email: cafhelppdesk@bradford.gov.uk
 FAX: 01274 437119

Guidance for Practitioners **Identifying reasons for a CAF**

The aim of this Guidance is to help you clarify the main reason for initiating a Common Assessment Framework (CAF) which should be classified into one of the following 5 headings:-

- 1. Family Circumstances**
- 2. Learning and development**
- 3. Behaviour**
- 4. Health**
- 5. Disability**

Examples of some of the main issues which would prompt a CAF to be initiated are listed below in more detail under each of the 5 main headings.

1. Family Circumstances

- Limited and lack of support from family & friends
- Difficulties forming positive relationships
- Non attendance at appointments
- Parenting needs
- Health and safety in home environment
- Wellbeing of adult family members
- Inconsistent responses to child's needs
- Isolated child not exposed to new experience
- Anti-social behaviour environment
- Fragmented family
- Parents have some conflicts/ difficulty that can involve the children
- Experienced loss of significant adult
- Young carer
- Ill-health in family
- Teenage Parent
- Inadequate housing
- Supporting asylum or refugees
- Unemployment and lack of training
- Benefit advice
- New to area
- Social excluded
- Lack of access to universal resources
- Family stress/breakdown

2. Learning and Development

- Have some identified learning needs / special needs / additional needs
- Poor punctuality/attendance
- Low engaged in learning
- Low attainment
- Lack of stimulated play resources
- Difficulties forming relationship with peers and adults
- Inappropriate responses & actions
- Finds change difficult
- Difficulties expressing empathy/feelings
- Insecurities around identity
- Bullying due to discrimination
- Delayed development
- Not accessing out of school activities

3. Behaviour

- Inappropriate behaviour with peer and adult group
- Inappropriate responses & actions
- Finds difficult to change behaviour patterns
- Intimidates other peers with behaviour
- Inconsistent boundaries
- Behavioural difficulties hindering child's progress
- Child is isolated and/or rejected by peers
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4. Health

- Concerns re: diet, hygiene, clothing
- Health problems
- Overweight/ underweight/ bed wetting
- Smokes, alcohol, substance misuse
- Mental health concerns
- Dental decay – no access to treatment
- Defaulting on immunisations/ checks
- Is susceptible to minor health problems
- Appointments/illness disrupts education
- Reluctance/inability to accept/meet child's health/medical needs

5. Disability

- Complex health issues relating to disabled child
- Child has a recognised disability and additional health needs
- Child's disability/health needs are impacting on their quality of life and participation in day-to-day life.
- Concerns about limited accessibility to resources/services
- Experiencing discrimination
- Support to ensure home conditions meet child's needs

Example

The below answer demonstrates good working practice, with one of the 5 main headings noted, followed by a more in depth description.

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

A) Disability - Child has a recognised disability and additional health needs

Please note

The above examples of good practice are drawn from the Threshold of Need document which can be found by clicking onto the following link:

http://www.bradford.gov.uk/NR/rdonlyres/23CEB5C7-CF6B-4662-AACE-F69E94C80249/0/BradfordThresholdsofNeedVs1June2010_4FINAL.pdf

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