



Norfolk Safeguarding
Children Partnership

Development of the Family Support Process (Early Help Assessment & Plan)

Working Together 2018

A reminder of our responsibility to undertake Early Help Assessment:

“Children and families may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should be evidence-based, be clear about the action to be taken and services to be provided and identify what help the child and family require to prevent needs escalating to a point where intervention would be needed through a statutory assessment under the Children Act 1989.”

A lead practitioner should undertake the assessment, provide help to the child and family, act as an advocate on their behalf and co-ordinate the delivery of support services. A GP, family support worker, school nurse, teacher, health visitor and/or special educational needs co-ordinator could undertake the lead practitioner role. Decisions about who should be the lead practitioner should be taken on a case-by-case basis and should be informed by the child and their family. “

Why develop Family Support Process....

- 12 page assessment form, with a timescale of 6 weeks for completion (not early!).
- 4 page 'delivery plan/review' owned by professionals.... Family Networking is not a feature.
- Use of SOS and language describing safety, risk, harm.
- Professional questions to record/log information (neglect, young carer, drug use etc)
- What needs to happen, next steps and a plan.....
- Plan is completed after assessment – by working day 55! (not early)
- Last reviewed 2016

Rethinking FSP: Our Journey

01 Evaluating

- ❖ **Feedback** from families on their experience of using FSP.
- ❖ **Research** into other LA's and how they deliver EH Assessment & planning.
- ❖ **Evaluation** of temporary COVID practices & procedures that enabled mapping.
- ❖ **Consultation** with partners as to what works well currently and what could be better.

Summer term 2020

02 Redesign & Test

- ❖ Co-produce the **principles** of redeveloping the FSP.
- ❖ **Redesign** of forms to respond to evaluation and principles.
- ❖ Develop a **practice framework** to accompany the forms... not all about the process.
- ❖ **Test** the forms and practice framework.
- ❖ Audit of current **FSP training** to ensure alignment with expected practice.

Autumn / Spring Term

03 Launch & Practice

- ❖ Final **revision** of forms against feedback from trial period.
- ❖ Graphic design of assessment & plan.
- ❖ Develop suite of **practice guidance** to accompany and expand upon the practice roadmap.
- ❖ Redesign FSP training to align with practice roadmap.
- ❖ **Agreement & endorsement** from NSCP.

June - September



The NSCP has:

1. Endorsed a practice roadmap that moves us from Process to Practice.
2. To place the guardianship of all guidance, training and tools under the NSCP
3. Move from FSP to Early Help....

Evaluation Feedback.....

Plan too complicated

Forms too formal – could be a storyboard

Hard to share with parents (not doing with)

Landscape forms

Keep Signs of Safety

Have the opportunity for genogram & family networking

Too many pages

Flow of form not natural to the conversation and meeting.

Parents being able to access the forms.

Repetition – Request for support form and then assessment.

Common approach that can be used by all.

Consent form off-putting.

Gender options (requires LGBTI)

Captures in one place how families will be supported.

Could include how the family could help themselves & what support they would need.

Multiple assessments.

Time consuming

Forms owned & led by professionals.

Processes used within retrospective agencies not dovetailing into FSP

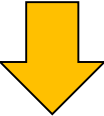
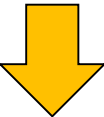
Genogram recorded in form rather than part of the approach / process

Our original principles.....

- Ultimately we are aiming for **one** 'needs' led plan
- We want to **build upon assessments already done** and the plans already in place
- **Keeping it simple** and accessible for families and young people
- Early Help processes aligned with **SofS practice** and processes
- Professionals should contribute to and build on the '**Family Owned Plan**'
- **Family networking** should be an early feature within the process
- **Smooth transition** between Early Help and Children's Social Care 'step up' and 'step down' processes
- Working towards open **portal access** – for partners

Early Help Practice Roadmap....

Process To Practice

What	How	Ongoing process	Resources and tools (include links)
<p>Moving from the Worries....</p>  <p>Family owned planning involving a network</p> <p>Child/young person</p> <p>Parents & carers</p> <p>Family & friends</p> <p>Professionals and community support in a learning process, enabling them to decide on and practice actions to create and maintain wellbeing and success in their everyday life</p>  <p>...to achieving our Goals</p>	<p><u>Talking to families</u>, children/young people and professionals. Listening to different perspectives and ideas about: What's working well? What are we worried about? What needs to happen?</p> <p>Identifying everything positive and building on strengths and existing solutions</p>	<p><i>Professionals working 'with' families rather than 'doing to' (Authority)</i></p> <p><i>(Honouring) Building on Strengths</i></p> <p><i>Creating a Vision (and hope) for the future</i></p> <p><i>Asking questions (Questioning)</i></p> <p><i>Compassion</i></p>	<p>SofS Mapping. Next steps planning Building on existing assessments & plans Timeline for planning and support</p> <p>My 3 houses (or similar) with child/young person</p>
	<p><u>Building a network</u> of support around the child and family – who are the people who are or could support you?</p> <p>Setting up and supporting an initial Family and Network meeting</p>		<p>Family Tree/genogram Ecomap Family Safety circles Network finding matrix Family Group Conference</p>
	<p>Creating an explanation for child/young person – Who's worried? What are we worried about? What are we doing about the worries? Where do we want to get to?</p>		<p>Words and Pictures</p>
	<p><u>Building a plan with the family and network</u> – looking at how we do more of what's already working, what are the triggers or stressful times that make things harder to deal with and who can do what to help everyday</p> <p>Reviewing progress and strengthening the plan over time so that we can be confident that the plan can work on the difficult and challenging days as well as when things are going well. Who else can support the child/young person/parents? Thinking about who will do what in the future if the situation changes or problems arise?</p>		<p>Regular Family Network meetings to support the family and network to develop a plan and review progress</p> <p>Safety Journal, Safety Object Scaling progress – are we there yet?</p> <p>Contingency/crisis/emergency planning</p>
	<p><u>Family owned final 'everyday' Plan</u> Child's version of the plan</p>		<p>Words and Pictures</p>

What we trialled....

Our Early Help Assessment & Plan



Who is in your Family?

Write details here of everyone who is part of your family/household.

Name	Relationship	Date of Birth	Gender	Address



Who are your wider family, friends and other people who could support you?

Write a list of all the people that are supporting you or who could support you, this could include professionals too.

Name	Their Role or Relationship	Already Supporting (Y/N)	How can we contact them?

**Family
networking
Conversation
first**

FN@FC
(Family Networking
@ First contact)

What we trialled....



How is everyone feeling?

No matter how you feel, good or bad, it's healthy to put your feelings into words.
Talking about feelings helps us care about each other and understand each other's views.

What are the child/young person's views?



What does the child/young person feel is good about their life?
what are they worried about and what do they want to happen?

What are the Parent's & Carers views?



What does the parent/carer feel is good about their child's life?
what are they worried about and what do they want to happen?

**The views of
Children,
Young People
& Families at
the forefront**

What we trialled....

What's going on?	
 What are our worries? <i>What are we most worried about – the things that might hurt, cause upset, or affect the well-being of your child/young person and family? What does your child(ren) say they are most worried about?</i>	 What is working well? <i>Write are the strengths and things in life that you and the family are really good at and that help your child(ren). What does the child(ren) say is going well?</i>
Was Past Harm & Worries	Was Strengths
Things that get in the way? <i>What things are getting in the way and making it more difficult to deal with the situation? What keeps things stuck!</i>	What's already working? / What supports you? <i>When faced with worries, what has been done that worked to reduce these? What helped before when things were tough?</i>
Was Complicating Factors	Was Existing Safety

Language that engages and is family friendly whilst keeping fidelity to SOS practice

What we trialled....



Where we are now & Where do we want to be....!



Our worries <i>Name each of the worries below. Say who is worried, what has happened for you/them to have a worry and what could happen if nothing changes.</i>	Our goals <i>Write here what it would look like if things were better. What would you need to see that would make you no longer worried?</i>	How far have we got to go? On a scale of 0-10 where 10 is you have achieved your goals and you are where you want to be, and 0 is the worries have not changed or got worse, where would you scale this today? 0 1 2 3 4 5 6 7 8 9 10 ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ ☹️ Who's Scaling Scale & Why? <i>What is happening for you to scale higher than a 0? What would be happening for you to scale even higher?</i>	

One scale to track progress & analysis.

What we trialled....



Our Plan

Who is going to do what to help move things forward?



What do you want to see happening	Who will help with this?	What will they do	By When	What difference has been made? <small>(when reviewing the plan)</small>

**Assessment &
Plan
combined...
not on day 55**

What we trialled....

PART 2: Professional information (to be completed by person supporting the family to complete assessment AND/OR attach your own specialist assessment)

Date of assessment :		Date review completed:		Date of Next Review:	
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Person completing this assessment with the child/young person and family							
Name	Agency	Role	Contact details				
Family composition and details Include all those living in the family home							
Child(ren)s name	DOB	Young Carer (Y/N)	Ethnic origin	Religion	Language	Disability	Privately Fostered (Y/N)
Parents'/Carers' names	DOB	Parent (Y/N) Responsibility	Ethnic origin	Religion	Language	Disability	Privately Fostered (Y/N)
Significant events/chronology				Supporting Families	Not Identified	Identified Need	Need's met
				Housing			
				Crime & Anti-social Behaviour			
				Education			
				Children who need help			
				Domestic Abuse			
				Health			
				Financial Exclusion & Employment			

Professional information form that prompts, records and doesn't distract from the plan being owned by the family.

Our reflections....

1. What are you & your organisations experiences of delivering Early Help, what makes it happen?
2. Of those experiences, what 'best practice' examples can you share?
3. What are the enablers and barriers to initiating Early Help Assessment & Plans?.... how many do you undertake?..... what helps you decide when to initiate one?
4. What actions & learning are you taking away?

