

# Portsmouth Early Help Assessment: Understanding our family's needs



Information sharing discussed with family (see page 3)	Yes <input checked="" type="checkbox"/>
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We started this assessment on:	5 <sup>th</sup> January 2017	We will aim to finish this assessment by:	19 <sup>th</sup> January 2017
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## Who's in our family?

Please record details of who's in our family, who's living with us and who plays a part in our lives. If unborn, state name as unborn baby and mother's name, e.g. unborn baby of Ann Smith.

Name	Surname	Gender M/F/U	DOB	Relationship	Parental responsibility Y/N	Living at the family address provided below Y/N	Language	Ethnicity	Religion	Disability
Lewis	Maxwell	M	15.06.07	Focus Child	N	Y	English	British	None	N/A
Shireen	Maxwell	F	02.08.13	Sister	N	Y	English	British	Christian	N/A
Fiona	Maxwell	F	12.03.89	Mother	Y	Y	English	British	Christian	N/A
Steve	Maxwell	M	27.09.88	Father	Y	Y	English	British	Christian	N/A

Family surname(s):		Lead professional:	
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### Other things that are important for people to know when working with our family

We don't answer the phone if the number is withheld or unknown. We have a Staffordshire dog that is quite big and bouncy but is not aggressive.

### Family contact details

House Name/No.	1
Street	Somewhere Street
City	Portsmouth
Postcode	PO1 1DS
Telephone No.	02392 111 111
Mobile No	07911 111 111
Email	None

### Who is undertaking this assessment with our family?

Name & surname	Organisation	Phone	Email
Stacey Styles	Portsmouth Primary School	02392 222 222	Stacey.styles@pps.sch.uk

### Who else is working with our family?

Type of support	Name	Organisation
Universal e.g. school, GP, dentist etc.	Dr Patel, GP Dr Lovall, Dentist	Lake Road surgery, Portsmouth 023 92666555 University of Portsmouth Dentist 023 92555666
Additional support for children e.g. SEND support, speech & language support		
Additional support for adults e.g. substance misuse service, adult mental health etc.	Nick Jones, Adult Mental Health Worker	St Marys Hospital, Adult Mental Health 023 9277777

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## Consent

I agree to the Portsmouth Early Help Assessment being undertaken and I have parental responsibility for the child or children in this assessment.

I understand the information will be held securely on paper and on computer in accordance with the Data Protection Act 1998.

I agree to information being gathered, collated and shared as part of the early help assessment process. The agencies with which my information may be shared or from which it may be gathered, if there is good reason are:

Portsmouth City Council	<input checked="" type="checkbox"/>	Portsmouth's Multi-Agency Safeguarding Hub	<input checked="" type="checkbox"/>
Solent NHS Trust	<input checked="" type="checkbox"/>	Barnardo's	<input checked="" type="checkbox"/>
Portsmouth Hospitals NHS Trust	<input checked="" type="checkbox"/>	Our housing association e.g. First Wessex	<input checked="" type="checkbox"/>
Our family's doctor(s)	<input checked="" type="checkbox"/>	Hampshire Constabulary	<input checked="" type="checkbox"/>
Our midwife or health visitor	<input checked="" type="checkbox"/>	Probation services	<input checked="" type="checkbox"/>
Other health services treating me or my family	<input checked="" type="checkbox"/>	Central Government departments	<input checked="" type="checkbox"/>
Our children's school(s) or nursery	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>

I understand that I have the right to request restrictions on what information may be shared and with whom, but this may affect the service offered to my family and may be overruled if there are Safeguarding concerns (see below).

I understand that if I give my consent to sharing information with Portsmouth's Multi-Agency Safeguarding Hub, this includes all of the agencies within it, even if I have separately asked for my information not to be shared with a particular agency.

I understand that I may withdraw consent to and engagement in this process at any time.

I understand that I can withdraw consent to share information at any time.

I understand that the information gathered will be used:

- For the purpose of providing my family and/or me with services from any of the agencies listed above.
- To monitor the progress my family is making towards achieving the objectives in our Family Plan.
- To undertake national and local evaluations of the success of particular programmes (e.g. Positive Family Steps).

I understand that to enable this progress monitoring and evaluation, some agencies (e.g. Hampshire Constabulary) may create a reference number for individuals in my family where they don't already exist. Any reference number created solely for these purposes will be deleted on completion of the particular programme.

I understand that in the event of Safeguarding concerns that an infant, child or young person has been harmed or abused, or is at risk of harm or abuse, then my wishes regarding sharing of information may not be followed.

Please ask all family members engaging in this process (including children over the age of 12 years) to sign below.

**PLEASE ENSURE THAT THIS FORM IS PHYSICALLY SIGNED BEFORE SENDING THE ASSESSMENT TO PCC.**

Name of parent/carer	Signature	Date
Fiona Maxwell	<i>F Maxwell</i>	5/01/17
Steve Maxwell	<i>S Maxwell</i>	5/01/17
Name of family member	Signature	Date
Name of professional	Signature	Date
Stacey Styles	<i>S Styles</i>	5/01/17

Is there anyone else who has parental responsibility for this child/ren and needs to be informed of this assessment process?

Yes  No

If yes, please give details:

Name:

Address:

Phone/Email:

If consent is refused please give reasons for sharing information, e.g. progressing to S47 enquiry.

Complaints procedure provided Yes  No

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When answering the questions below, please take account of **all family members in the household**. The aim is to get an overview of the **needs of our whole family across all six headline outcome areas**.

1. Families are reducing offending and anti-social behaviour			Who? (e.g. mum, Billy)
<i>In the last 12 months:</i>			
Have any of the children been in trouble with the police?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Lewis
Has anybody in the household been sanctioned for anti-social behaviour?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Are any of the parents/carers:</i>			
In prison?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Working with probation services following release from prison?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Serving a community order or suspended sentence?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Are any of the children exhibiting violent/challenging behaviour towards other family members? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Lewis
Are there any other issues relating to crime and/or anti-social behaviour that are concerning you or the family? <i>Record details in 'What's going on in our family?' below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
2. Children are attending school and parents are supporting their learning			Who? (e.g. mum, Billy)
<i>Over the last 3 consecutive terms, have any of the children:</i>			
Been persistently absent from school? Below 90% attendance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Lewis 83%
Received 3 or more fixed term exclusions?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Been permanently excluded?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Are any of the children?</i>			
In alternative provision for behavioural problems?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Not registered with a school or not being educated in an alternative setting?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Is the family eligible for 2-year old funding? <i>If yes:</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Shireen
Have they taken it up?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Shireen
Is the child in an early years setting (i.e. nursery)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Shireen
Is there a lack of parental involvement in the children's education?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Are any under 5s in the family at risk of not being school-ready? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Are there any other education-related issues that concern you or the family? <i>Record details in 'What's going on in our family?' below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
3. Children are safe from harm and well-parented			Who? (e.g. mum, Billy)
<i>Are any of the children:</i>			
Experiencing social/emotional problems?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Lewis
Going missing from home and/or at risk of child sexual exploitation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Lewis
Currently open to Children's Social Care (on a Child in Need or Child Protection Plan)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Have any of the children been:</i>			
Assessed more than twice in the last 12 months but not deemed 'child in need' by Children's Social Care?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Subject to a Child at Risk of Immediate Harm (Section 47) enquiry by Children's Social Care?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Is there a need for adults in the family to improve their parenting capacity? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Fiona & Steve

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4. Families are supported around domestic abuse			Who? (e.g. mum, Billy)
Are any of the young people (16+) or adults in the household known to be experiencing or at risk of domestic abuse?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Has there been domestic abuse in the recent past that is still impacting on the family?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Are any of the young people (16+) or adults in the household known to be perpetrators of domestic abuse?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Has the household been subject to at least one police call out for domestic abuse in the last 12 months?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Is there a lack of appropriate support for the family around domestic abuse? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
5. Adults are working, young people are in education, employment or training and families have secure housing			Who? (e.g. mum, Billy)
Are any of the parents/carers in the household in receipt of out of work benefits?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Fiona
Are their barriers preventing adults making progress towards employment? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Are any of the children/young people:</i>			
About to leave school with no/few qualifications and no planned post-16 destination?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Not in education, employment or training (NEET)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Does the family have any outstanding debts?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Approx. amount £1500
Does the family have rent arrears on current or past properties?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Approx. amount £600
Does the family have appropriate support to manage debt?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Is the family at risk of losing their home?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If 'Yes', when:
Are there any other housing, employment, training or money issues that concern you or the family? <i>Record details in 'What's going on in our family?' below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
6. Children and families are healthy			Who? (e.g. mum, Billy)
<i>Do any of the children or parents/carers have:</i>			
Mental health issues? For example, low mood, anxiety, depression etc. These may be self-reported by the family member or diagnosed by a health professional.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Fiona, low mood
Drug or alcohol problems? For example, managing anxiety etc. with alcohol and/or non-prescription drugs, usage is impairing adults ability to parent/children's ability to learn and or develop, etc.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Steve, alcohol
Is there a new mother with mental health or substance misuse problems or other health factors associated with poor parenting?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Does anybody in the family have a long-term health condition e.g. asthma, diabetes, etc.?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Is the family struggling to manage its health needs e.g. missing health appointments, regular access to emergency or unplanned care, etc.? <i>If 'Yes', please indicate the level of concern below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Are there any other physical or mental health-related issues that concern you or the family? <i>Record details in 'What's going on in our family?' below.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

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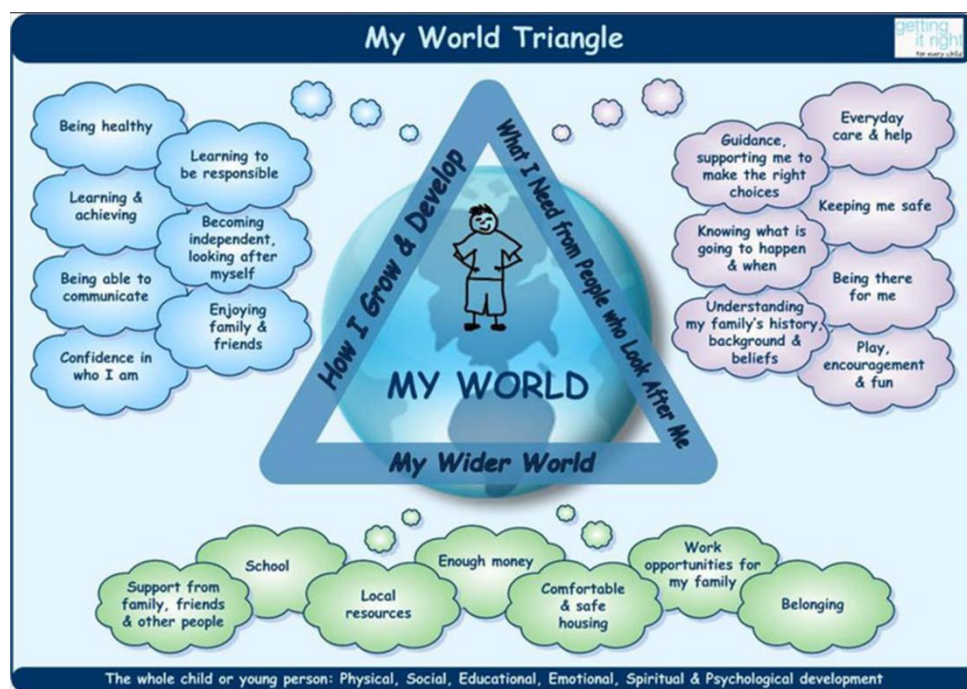
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In completing the section below, a problem that is an 'Area of concern' is the most serious for our family. Where our family is 'Making progress', we are addressing the problem and improving the situation. Where the problem 'Needs to improve', changes still need to be made.

<b>Where our family has identified one or more of the following as a problem (see above), how significant an issue is/are:</b>			
Any violence/aggression exhibited by a child or children to their parent(s) or other family members?	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A lack of school-readiness?	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The need to improve parenting capacity?	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A lack of appropriate support around domestic abuse?	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any barriers to adults making progress towards employment? For example, childcare, mental health, low literacy/numeracy, lack of IT skills or work experience etc.	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any mental health issues experienced by members of our family?	Making progress	Needs to improve	Area of concern
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any difficulty managing our family's health needs? For example, missing health appointments, reliance on emergency or unplanned care (i.e. walk-in clinics) etc.?	Making progress	Needs to improve	Area of concern
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Portsmouth Early Help Assessment: Understanding our family's needs



### What's going on in our family?

Our family story - what has happened in the past and what is happening now? Key events in our family's life - how have they affected where we are now? What is our family good at? What have we tried in the past, what worked, what didn't help and who helped us? Is there anything that means there is a risk of harm to ourselves or others? (Link to the areas of concern/needs to improve boxes on Page 6 and the My World Triangle above).

#### **Our family story:**

The family say that they are a close family and that they love their children and want what's best for them. Lewis says that he knows that his parents are there for him because they are always at home when he gets home and they always tell him that they love him. Lewis also says that Mr Hugs from Portsmouth Primary is important to him and he knows that he can talk to Mr Hugs about anything that he wants to. They used to see Steve's family and they used to help out with the children but since they moved to Portsmouth (three years ago) they have lost contact and have no wider family support. Fiona has no contact with her family and she doesn't have many friends in Portsmouth.

This SAF is being completed with Stacey, home school link worker for Portsmouth Primary School on a home visit because of Lewis' persistent absences from school. There are some concerns about no routines for Lewis at home including, getting up in the morning for school as well as a lack of supervision for Lewis, for example, in the evening. The home is noted to be cluttered and unclean although not unsafe.

#### **Headline issue: Families are reducing offending and anti-social behaviour**

Lewis has been brought home by the police because he was found with a group of older teenagers who were making a lot of noise in a local block of flats. On one occasion, he was found on his own on the beach in Southsea late at night. He said that the group of older teenagers had left him there after being they were told off in the amusement arcade nearby. Fiona and Steve say that they cannot watch Lewis all of the time and believe that Lewis is old enough to be able to keep himself safe when he is out and about. Lewis says that he likes hanging out with the older teenagers because they are allowed to stay out later and let him join in with what they are doing, but he was scared when they left him at the beach.

Shireen is not allowed out on her own. Shireen spends her time with Fiona and Steve if he is not working, in the family home.

#### **Headline issue: Children are attending school and parents are supporting their learning**

Lewis' school attendance is 83%. Steve says that in the mornings he is out working and leaves the children to Fiona to sort out. Fiona says she often is not up in time to support the children to get to school. She says morning are the worst time of day for her

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and she finds it her to get up especially when her mood is low. Fiona does not want to come to the school gates because of the way to her people make her feel when she gets there so she asks Lewis to walk to school on his own and he says he is fine to do this. Portsmouth Primary School believes Lewis is a capable young man who tries hard when he is here. In particular, Lewis shows high ability in PE and Maths and is achieving above his peers in these subjects. Portsmouth Primary School notes that Lewis is rarely in clean uniform and they have often had to lend him a jumper to wear during the school day to replace a dirty one or when he hasn't brought his own. Lewis says he likes it when his mum is around on the mornings and gets his breakfast ready and has a chat with him about school. On days when his mum is around, Lewis says he sometimes gets up and goes to school on his own but other days cannot be bothered to come to school. Lewis says he likes school but he doesn't have many good friends there and he gets angry when he gets called 'stinky'.

Shireen does not attend early year's provision (nursery). Fiona says that it is hard to get Shireen to any nurseries because she doesn't understand the forms. Shireen's health visitor, Lucy says that Shireen is a curious child who explores her world and is making basic sounds. Lucy has referred Shireen for some speech and language therapy as Fiona says that she makes less than 40 individual words and at 3.5 years old she risks not being able to communicate with her friends when she reaches school age. Fiona says that Shireen can get upset when she or Steve don't know what it is that she wants. Shireen is really agile and can climb up anything to get to what she wants.

### **Headline issue: Children are safe from harm and well-parented**

Lewis says that he doesn't have any friends and gets picked on for being smelly. Fiona felt that as he is always out with people he must have a good friendship group. School said that Lewis gets on with a couple of younger children at school but that he struggles to maintain those friendships. School believe this is because his attendance and hygiene are poor. Fiona says that she tries to get up in time to make sure Lewis is ready for school but mornings are her worst times of day and she often struggles with the morning routine. Fiona says she has tried recently to get into the habit of washing Lewis's clothes every day to make sure he is clean but he often doesn't come in on time to get them washed and ready for school the next day.

Lewis says he would like to be able to bring some friends home for tea after school but sometimes Fiona forgets to make tea and he thinks that would be embarrassing if he had friends over. Lewis says that he does have a curfew but without a phone to be reminded he often misses it and normally his mum says she will ground him but he goes out again anyway and nobody really minds.

### **Headline issue: Adults are working, young people are in education, employment or training and families have secure housing**

Steve works for a taxi firm and sometimes takes Lewis with him for the shift. Fiona has not worked since Lewis was born 9 years ago. Fiona says that her confidence in leaving the house, going to the community centre and in particular going to places like the job centre has vanished. Fiona said she finds reading and writing difficult and has little experience using computers and so she feels she would find getting a job difficult. Fiona says she would also need some support to purchase clothing suitable for interviews and work. Fiona wanted to be an accountant when she was at school and says she is great with numbers. Steve says Fiona is a 'human calculator'.

The family manage their finances but have little for anything extra such as Christmas or birthdays. When something breaks in the house it isn't easy to replace it.

Lewis says he would love to be a fisherman when he gets older.

### **Headline issue: Children and families are healthy**

Fiona says that her anxiety and depression sometimes make it hard to do anything and that is why the house is not kept up together and finds routines hard. Fiona has said that in the past she did take the children out to the parks and a few times went to the children's centre but doesn't feel able to do this anymore because it makes her feel too anxious to leave the house. Fiona is receiving some support from her mental health worker, Nick Jones. She says she finds talking to him useful but she struggles to do the things in the home that they have talked about.

Fiona and Steve both say that they like to drink, possibly more than average. If Steve picks up any extra shifts he spends this money in the bar with his friends which Fiona finds annoying. Fiona and Steve say that they argue regularly, usually after they have been drinking but that this is usually after the children have gone to bed.

The children are registered with a dentist but have not attended any check up's for 2 years.

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### Children's comments

#### Lewis

##### I feel happy when...

I am watching telly with my mum and dad and having a pizza.  
I get the best marks in the Maths test.  
I play football and score lots of goals.

##### I am proud of...because

I am proud of my Maths result because it was the best in the class.  
I am proud of my football team because they won the schools competition.

##### I feel worried about....

My mum when she can't get up in the morning.  
When my mum and dad argue.

##### Me and my family need to make the following changes to make things right:

I want to get up earlier to make sure I get to school on time. I would like my mum or my dad to help me in the mornings.  
I should tidy up more and do things in the house to help my mum and dad.  
I need to come home on time and not get into any more trouble when I go out with my older friends.

### Parents/Carers' comments

#### Fiona (mum)

##### I feel happy when....

The kids are happy and we spend time as a family.  
I can give the kids a treat.  
Me and Steve get on well.

##### I am proud of...because...

I feel proud of my family because we have our problems but we are still together.  
I feel proud of my kids because they are 'good kids'.

##### I feel worried about.....

I feel worried about my anxiety and how it affects me sometimes.  
I feel worried about money and being able to manage.

##### I need to make the following changes to make things right:

I need to try and get up in the morning and help Lewis get to school.  
I need to make sure the kids have some tea and get to bed on time.

On the scale below, my level of confidence about making these change is:

1	2	3	4	5	6	7	8	9	10
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##### What will be the hardest thing for me in making changes?

The hardest thing will be getting up in the mornings when I feel really low and anxious.

#### Steve (dad)

##### I feel happy when...

Fiona is feeling alright and can do things around the house.  
I take Lewis out for a game of football.

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### I am proud of...because...

I am proud of my job because it brings money in.  
I am proud of Lewis because he is good at football.

### I feel worried about...

Fiona and her anxiety.  
Money and not being able to get the kids' stuff they need.

### I need to make the following changes to make things right:

On the days I don't work the early shift, I need to make sure Lewis gets to school on time.

On the scale below, my level of confidence about making these change is:

1	2	3	4	5	6	7	8	9	10
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### What will be the hardest thing for me in making changes?

The hardest thing is making sure some of the things happen when I am at work.

### Summary/ Analysis/ Identified Risks

What are the main things our family want to change, improve and strengthen? How will we do this and overcome any barriers?

The family are a close family and say they love each other very much. They don't have any wider family or friend support. Fiona and Steve said that they understand the worries that people have about Lewis, they know they need to change some things to make sure Lewis gets to school and is safe. They said also said that 'he is growing up and he does need to start looking after himself'.

The main things that our family want to change, improve, strengthen are:

- Making sure Lewis gets to school and on time
- Having a better breakfast and bedtime routine for the children
- Getting Shireen into nursery
- Making sure Lewis is safe when he goes out

The barriers to this are:

- Fiona's low mood
- Steve's work shifts means he is not around to help out
- When we have had a drink we forget things

Family surname(s):

Lead professional:

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### Family Plan

<b>What are we going to change/ improve/ strengthen?</b> (Link to needs identified in 'What's going on in our family?')	<b>What are we going to do to make this happen?</b> (Activities)	<b>Who in our family needs to do this and what support will we need?</b>	<b>By when?</b> (Specific timescales)	<b>Outcome for our family</b> (How will we know when things have improved / what will life be like for the family)?
Lewis being safe	<ul style="list-style-type: none"> <li>Lewis to walk home from school on his own and by in the house by 330pm</li> <li>Lewis can play out in the street but must not go out of the street</li> <li>When Lewis is playing in the street, Fiona and Steve will check Lewis is okay every 20 minutes</li> <li>If Lewis goes out of the street, Fiona and Steve will immediately look for him</li> <li>If Fiona and Steve cannot find Lewis within half an hour, they will report him as missing to the police</li> </ul>	Lewis  Lewis to have a watch  Steve and Fiona  Steve and Fiona	19 <sup>th</sup> January 2017	Lewis will return home on time. Steve and Fiona will know where Lewis is. Lewis will not be brought home by the Police. Lewis will be in a safe place when out playing with friends and not feel scared.
Shireen being registered with a nursery	Lucy to go through nursery paperwork with Fiona and/or Steve and send it off. Complete paperwork for 2 year funding.	Lucy, Steve and Fiona	27 <sup>th</sup> January 2017	Shireen will be accessing early year's education which will support her with becoming school ready.
Lewis to be in school every day	<ul style="list-style-type: none"> <li>Steve to get the family up when he gets up to get</li> </ul>	Steve	19 <sup>th</sup> January 2017	Lewis will be in bed by 9pm and up in time in the morning; the

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## Portsmouth Early Help Assessment: Understanding our family's needs

<b>What are we going to change/ improve/ strengthen?</b> (Link to needs identified in 'What's going on in our family?')	<b>What are we going to do to make this happen?</b> (Activities)	<b>Who in our family needs to do this and what support will we need?</b>	<b>By when?</b> (Specific timescales)	<b>Outcome for our family</b> (How will we know when things have improved / what will life be like for the family)?
Routines at home to be consistent	ready for work <ul style="list-style-type: none"> <li>• Stacey to put Lewis on the breakfast club list</li> <li>• School to send a message to Fiona to remind her that Lewis needs to leave the house by 8am to get to breakfast club in time</li> <li>• Stacey and Lewis to create a visual timetable for Lewis' evening routine, to include bedtime by 9pm</li> <li>• Fiona and Steve to use visual timetable with Lewis</li> </ul>	Stacey and Lewis  Stacey and Fiona  Stacey and Lewis  Fiona, Steve and Lewis	19 <sup>th</sup> January 2017  19 <sup>th</sup> January 2017  26 <sup>th</sup> January 2017  27 <sup>th</sup> January 2017	family will have set routines. Lewis will feel prepared for the day at school. Fiona and Steve will be less stressed and prepared for their day.  Lewis school attendance will improve to above 90% Lewis will be more able to concentrate at school and his academic progress and behaviour will improve.
Everyday care and help	<ul style="list-style-type: none"> <li>• Fiona to manage the housework and home conditions</li> <li>• 1 wash to be put on per day</li> <li>• The children to be given a meal at tea time.</li> <li>• A rota of chores to be drawn up for the home</li> <li>• Steve and Fiona to ensure that Lewis has a shower every other day.</li> </ul>	Fiona  Fiona  Steve and Fiona	23 <sup>rd</sup> January 2017	Lewis and Shireen will have a regular meal and clean clothes for school and nursery. They will feel prepared and happier at the start of the school/ nursery day. Home conditions will improve to an acceptable level, Lewis will feel happy to bring friends home. This will help him develop emotional and social skills and be happier.

Family surname(s):		Lead professional:	
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Everyday care and help	Referral to be made to Barnardo's FIP to support the family in making improved and sustained changes	Stacey Styles	23 <sup>rd</sup> January 2017	The whole family feel more motivated and able to work towards improved health, school attendance and improved routines to keep Lewis safe. This will help all the family members feel more confidence and able to undertake daily tasks.

Family surname(s):		Lead professional:	
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When should we get back together again to review the plan and the progress?

Date & time: 23<sup>rd</sup> January 2017 at 2pm

Venue: Portsmouth Primary School

Lead Professional: Stacey Styles

Date completed: 18<sup>th</sup> January 2017

Parents'/Carers' signature: *Fiona Maxwell*

Date: 18<sup>th</sup> January 2017

Young person's signature: *Lewis Maxwell*

Date: 18<sup>th</sup> January 2017

Worker's signature: *Stacey Styles*

Date: 18<sup>th</sup> January 2017

Manager's signature: *Maureen Ford*

Date: 19<sup>th</sup> January 2017

Send to: Portsmouth MASH, Civic Offices, Guildhall Square, Portsmouth, PO1 2AL

Email: pccraduty@portsmouthcc.gcsx.gov.uk

Telephone: 0845 671 027 or 023 9268 8793

### OFFICE USE ONLY

Consent form signed?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Address added to ADMS?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Worked with before in TF P1?	Yes <input type="checkbox"/> No <input type="checkbox"/>	All paperwork scanned and linked to involvement?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Worked with before in TF P2?	Yes <input type="checkbox"/> No <input type="checkbox"/>		

Family surname(s):		Lead professional:	
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