



SHEFFIELD EARLY HELP ASSESSMENT FORM

Guidance Notes

Introduction

The Sheffield Early Help Assessment has been in development since 2020, with over 1000 frontline practitioners, senior leaders and partner agency representatives consulted on its development, including the SCSP LPIG members, all the SCC Early Help and Children's Social Care Workforce, all School Safeguarding Leads, Early Help Service Managers, CAMHS Managers plus all recipients of the Early Help Partnership Training offer.

The final consultation ended on 17th September 2023. Feedback was overwhelmingly positive, and most suggested additions or amendments were incorporated.

The form and implementation timetable was approved by the Early Help Strategic Partnership Board on 28th September 2023.

The new form, guidance notes and training will be launched in December 2023, with the recognition that agencies will need a window of time from to become familiar with the new form and stop using the FCAF, Early Help Part 1 form and other Early Help Referral forms.

From 1st April 2024 all Early Help Services should be using the new Sheffield Early Help Assessment form.

Here is a short video introduction: <https://www.youtube.com/watch?v=S4m9sa1hZgg>

Key themes – very positive feedback

<i>I think this is simple & easy to use</i>	<i>Its simple and covers positive areas as well as what we are worried about and any actions that have or need to be taken.</i>	<i>Strength focused</i>	<i>I think it's really positive that we are having once referral route into early help in Sheffield. It's a good combination of the EHp1 and the FCAF.</i>
<i>I like how the voice of the child is captured.</i>	<i>This is clearly a more comprehensive assessment form which will enable the family to access the correct help, swiftly. Includes information about any trauma experienced by the family. Using the Signs of Safety Model. In like that the child's voice has been included, very important</i>	<i>I like that it has children's voice. I like that it has the concept of 'what is my worry' and what do I hope to get out of it.</i>	<i>Seems less overwhelming than the previous form</i>
<i>I feel it is <u>more clear</u>. Identifies to professionals the key areas that need discussing and completing</i>	<i>I particularly like the bottom section regarding capturing the child's voice and the grid section under there, relevant to the signs of safety model</i>	<i>Looks easy to use</i>	

Information Sharing & Consent

Most Early Help services are consent-based. If you are intending on sharing the assessment with another agency then you will need the consent of the family.

It is also good practice to speak to the child/young person to let them know that the assessment is taking place, to gain their views, and to explain to them what will happen with their information.

Family Details

Family Details (Please include all family member details and as much information as possible to enable quick access to support)

Surname, Forename/s	Address	DoB	Gender	Ethnicity	Relationship to Child/ young person 1	Current Educational setting	Attendance%	Exclusions
					N/A Child/YP 1			

Getting the key basic information about who is in the family, their relationship to each other and who lives with who is essential to gaining an understanding of the family make-up and dynamics.

For children, the details of which educational setting they attend, how regularly they attend and if there have been any exclusions is vital for gaining an improved understanding of family-wide educational inclusion & attendance issues.

We record ethnicity so that we can consciously be aware of any cultural needs when providing support, and also to gain a broader understanding of whether Early Help services are reaching all the diverse communities of Sheffield.

Purpose of the form

When you undertake this assessment, it is likely to be for a specific purpose. This may be for use by your agency only, to determine what additional support your agency may be able to offer the child, young person or family. Or you may be undertaking this assessment to explore what additional support may be needed from other Early Help Services.

Discuss your intended purpose with the family and state this on the form to ensure we have informed consent from the family.

Other key information

People with parental responsibility	We need to be clear who the parents are with PR
Contact details (include phone numbers)	This is vital for making contact with parents with parental responsibility
Significant others living with or caring for the child/young person and trusted adults	Please include the family's chosen support network. This may include trusted friends, neighbours or other significant adults.
Risks: <i>anything that may be a risk to the family or professionals including dogs, substance misuse, any history of aggression or violence, weapons.</i>	We need this information to keep our Early Help workforce safe.
Communication needs/preferences:	Does the family need a translator or prefer text/email to phone calls? Ask the family how best we can contact them & communicate with them.

Agencies/Professionals involved

Details of all known agencies/professionals involved, the impact of their involvement and any referrals made for additional support:

Named professional	Role & Organisation	Work undertaken & impact so far	Email & Phone Number
Name of assessor:			

This section helps to understand the professional support network around the family, the support already in place for the family or has been referred to.

Education-specific information

If for Alternative Provision, 0-5 SEND, Managed Move, Reduced timetables, Internal Inclusion Provision or Exclusion please give details of the curriculum that has been accessed and learning levels:

Special Educational Needs & Disabilities (SEND) / Sheffield Support Grid Information: *(format with grid levels & state if moderated)*

This section only needs to be completed if the assessment includes school-aged children with Special Educational Needs.

Important/Significant Life Events

Are there significant life events that professionals need to be aware of that are affecting the child, young person or family? These could include bereavements, parental separation, recent house moves or adverse childhood experiences.

Young Carers

The Children & Families Act 2014 defined a young carer as 'a person under 18 who provides or intends to provide care for another person'. This can be emotional and/or practical support because that person has disabilities, long-term physical illnesses, mental health difficulties and/or drug or alcohol issues. If a Young Carer has been identified, they should be offered a separate Young Carers Assessment [Young carer assessment | Sheffield City Council](#)

Previous Early Help Support

This section helps to give some background to whether this is the first time this family have needed additional support, or whether there has been additional help and support provided by other agencies in the past. If there has been recent Early Help Support, please state which agencies were involved, what they did and what difference it made to the family.

Family Scaling Question

Family's view: how are things going?

1 2 3 4 5 6 7 8 9 10



This question gives a quick and easy snapshot of how worried (or not) the family are about the current situation. This may well differ from the view of the involved professionals.

Child/Young Person's Voice

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Child/Young Person's Voice: (add lines as needed) Captured by When & where

What I need help with or worry about	What is good in my life and I enjoy	My hopes and wishes for the future	What support do I need?

The wishes & feelings of the child/young person should be gained by an adult that they know well and trust. This does not necessarily need to be the person undertaking the rest of the assessment with the parent/carer. Add more lines if needed for more children/young people.

There is additional training available in gaining the Voice of the Child – for details of this and other training available for anyone who works with children, young people & families see [Early Help Workforce Training | Sheffield \(sheffielddirectory.org.uk\)](#)

If the child is an unborn than this section can be used to describe how parents interact with the bump and how they speak about becoming a parent.

If the child is non-verbal then an observation from a visit can be used.

Parent & Professionals Voice

This section is where the assessment of what's going well, what are people worried about, and what needs to happen are stated. This aligns with the Signs of Safety practice model used across the Sheffield Children's Services.

Ideally this will all have been discussed at a Team Around the Family meeting.

WHAT ARE WE WORRIED ABOUT?	WHAT'S GOING WELL?	PLANNED NEXT STEPS	What are your best hopes from this assessment?
Education/Training & Employment	Education/Training & Employment	Education/Training & Employment	Education/Training & Employment
Health	Health	Health	Health
Independence skills	Independence skills	Independence skills	Independence skills
Care, Family & Community Factors (including housing issues)	Care, Family & Community Factors	Care, Family & Community Factors	Care, Family & Community Factors

The table splits the assessment across the 4 domains of Education/Training & Employment, Health, Independence Skills, and Care, Family & Community Factors.

This aligns with the 4 Pillars of Preparation for Adulthood and helps to determine which type of agency may be best placed to meet any additional or unmet needs of the family.

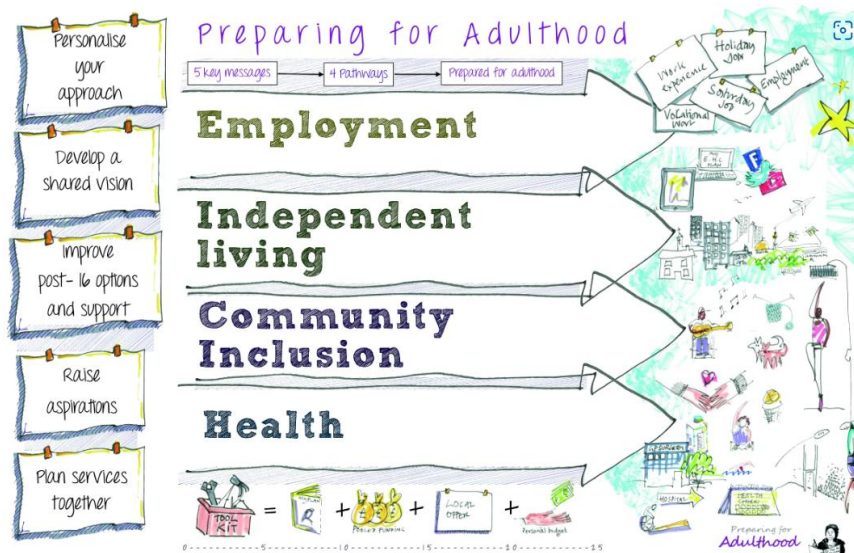


Image produced by the National Development Team for Inclusion: [Preparing for Adulthood - NDTi](#)

Independent living can include whether the child/young person is able to travel to school independently, get themselves dressed independently and/or prepare their own snacks or meals.

For children under the age of 5 then in the “independent” section information on child/foetus development can be added. This could include any information from their last scan/development check.

All sections can contain information on everyone in the family. If an adult needs support around employment please include this. If there is an adult living in the house who isn't a parent (for example an adult sibling) then they can also be included in the assessment.

What to do with the assessment?

Your next steps will depend on the level of need of the child/family.



Level 1: Universal Services

It may be that having completed the assessment you have established with the family that any additional support needs they have can be met by the agencies already involved with the family. In which case, you may feel that holding a review meeting with the family or Team Around the Family meeting in a few weeks time would be helpful.

Level 2: Getting Help

If the assessment process has established some emerging needs then you may find the additional service that can supplement the existing professional support network by looking at the Sheffield Directory [Home Page | Sheffield \(sheffielddirectory.org.uk\)](https://www.sheffielddirectory.org.uk)

Level 3: Targeted Support

If the assessment has revealed multiple complex issues then it is likely that a targeted Early Help support service will be needed. Discuss and gain consent from the family to send your assessment to FISbusinesssupport@sheffield.gov.uk and an Early Help specialist practitioner will recommend the right Early Help service to meet the needs of the family, in liaison with the family's chosen support network and the professional support network.

Level 4: Statutory & Complex

If the assessment has made you concerned that a child is at risk of significant harm then you need to follow your agency's safeguarding procedures.

Additional information at [Sheffield Children Safeguarding Partnership - \(safeguardingsheffieldchildren.org\)](https://www.safeguardingsheffieldchildren.org)