

CSCP Early Help Assessment Audit Guidance Tool

<p>1.Worries/concerns <i>The purpose of this section is to consider whether worries have been identified and managed to increase wellbeing and success for the child or young person</i></p> <p><i>Relevant worries/concerns include children who experience: sexual exploitation, neglect, emotional abuse, sexual abuse, physical abuse and domestic abuse.</i></p>	
<p>Have past and future worries been identified?</p>	<p>Gives a worry statement and what the future might look like if things don't change. What the impact might be e.g. <i>'if this does not change the impact might be...'</i> Linked to historical context. Evidenced e.g. data, observation as a back up to information.</p>
<p>Have worry statement(s) and wellbeing goal(s) been formulated?</p>	<p>Past and future worries have been identified and there is an attempt at a worry statement. Clear, plain language which is jargon free throughout.</p>
<p>Is there evidence of an effective plan including a network that identifies how worries will be managed?</p>	<p>The right agencies and family/friends/significant others are within the EHA and on the action plan. Evidence could be a sign in sheet, within the EHA and on the plan. The plan evidences actions that fit the purpose for the people there, SMART.</p>
<p>Does the plan reflect identified worries?</p>	<p>The information within the EHA can be lifted and put within the action plan.</p>
<p>Have risk assessment tools been completed to inform planning?</p>	<p>To reflect the worries and information within the EHA and plans/reviews. Ones completed should be informing the actions/support, decision making.</p>
<p>2. Child centred practice <i>The purpose of this section is to ensure the voice of the child or young person is central to the work and</i></p>	<p>Auditor Comments</p>

<i>there is an understanding of their lived experience</i>	
Has the child been supported to participate in meetings?	'About me' completed, or other tools where they have not participated in person in the meeting and their voice heard. Noted in the review notes of the reason for non-attendance and the actions taking place such as 1:1 work. This should all be in the plan.
What evidence is there that the child has been seen alone and their wishes, feelings and identity inform the work being undertaken (including the plan)?	As above
In the case of multiple siblings, are the key documents (and associated work) individualised to the lived experience of each individual child?	My profile information for all children. The information has been considered and if required, actions are within the plan as needed.
Does the EHA/Reviews provide a clear overview of the child's world and their lived experience?	The EHA needs to have enough information to have a good plan and the review note needs to capture enough information – new information to inform on-going planning. Should have enough clear information that any professional can pick it up and see what the child's world is like straight away.
Are all key documents in clear jargon free language?	Language the family understand.
Has advocacy been considered/offered?	Depends on the situation but good if it has been offered.

3. Assessments <i>The purpose of this section is to review whether the assessment is informed by evidence and analysis and links directly to the Family Action plan.</i>	Auditor Comments
Does the assessment include identity, ethnicity, and diversity?	There should be full completed information to start with on the first page of the EHA and this informs the assessment.
Does the assessment include an understanding of all significant family history?	Evidence of family history.

Does the assessment clearly identify what is working well, what we are worried about, and what well-being and success would look like?	Clear language is used and should be a narrative (not bullet points) for each section with the actions (the well-being/success goals) going on to the action plan.
Does the assessment consider the impact of all significant individuals in the life of the child?	Wider family/community members involved in the plan or overview of support.

4. Partnership and joint working <i>The purpose of this section is to review whether the right agencies are involved and whether this is having a positive impact on the work?</i>	Auditor Comments
Do the right agencies attend relevant meetings?	Clear agency information on the EHA, plans or sign in sheets which reflect the needs and actions and that the relevant agencies are contributing to the plan.
Have all professionals who know the child contributed to the assessment and planning process?	
Is there evidence of multi-agency involvement in delivery of the plan?	
Is there evidence of effective challenge between partners and holding agencies to account?	Review notes capture appropriate challenge.

5. Plans <i>The purpose of this section is to review whether plans are specific, measurable, achievable, realistic and time bound and having a positive impact.</i>	Auditor Comments
Does the purpose of the plan clearly reflect what needs to happen for success and well-being?	SMART – linked to well-being goals.

Do plans have clear specific actions informed by the assessment, with timescales and named individuals who are responsible?	Clear actions, named individuals and timescales.
Where applicable, is there an effective transition plan in place?	Timeliness of planning.

6. Review <i>The purpose of this section is to audit review processes</i>	Auditor Comments
Are the child/young person, their family and carers helped to participate in their reviews and do their views influence decisions made?	Attendance at meetings, actions and named in the plans, review notes including comments sections.
Are review reports informed by the child/young person and family and do they clearly evidence progress or increase the worry?	Scaling within the action plan.
Are the Review's timely?	To reflect the needs within the EHA and within the timescales advised by TAF Terms of Reference and dates set for the next TAF at each meeting (recorded on the action plan).

7. EHA Management Oversight The purpose of this section is to consider the support in place for the coordinator in coordinating this EHA.	Auditor comments
Has there been support mechanisms in place for the coordinator in managing and progressing the Early Help and plan?	For example the coordinator states or shows that there has been supervision, discussion at safeguarding meetings, that there are procedures in place to review EHA. Discussion with a DSL, it may have been to Early Help Panel, Early Help Officer Support.