

# Early Help Assessment (EHA) for Children, Young People & Families

**Guidance - please ensure you read the below before proceeding.**

The EHA is not a referral for a service. It is an assessment that professionals should complete with the family, where it has been **identified there are two or more unmet needs**. The completion of the assessment will assist in identifying the needs of the family, devising a plan to address these needs and identifying who is best placed to meet them.

The Early Help Assessment should always be completed on the Early Help System (EHM) if you are a trained user working within Sandwell. Email / Paper copies will only be accepted from professionals within the Sandwell Borough who can evidence they are awaiting Early Help System training. It is an expectation that all professionals within Sandwell supporting Children, Young People & their families complete the training on the Early Help System to allow Early Help Assessments to be completed online. Early Help Assessments completed by professionals working out of the Sandwell borough will be accepted via email / post. Please email the completed form to [EarlyHelp\\_MASH@sandwell.gov.uk](mailto:EarlyHelp_MASH@sandwell.gov.uk).

**The assessment should always be completed with the Child, Young Person and Family.** Other professionals involved with the family should also contribute. All boxes are **mandatory**, the assessment will be returned if a box is left blank. If a question is not applicable, please state giving the reason why.

Once the EHA is completed, if the needs can be met by the professionals already involved, the EHA does not need to be submitted to the Early Help Desk (EHD) and a Around the Family (TAF) meeting should be started and led by the professionals involved. The EHA should only be submitted to the EHD if it is felt the needs are too complex to be met by those currently involved or bespoke family support is required. Submission of the EHA to the EHD does not guarantee an alternative Lead Professional will be identified.

If you become concerned that a child/young person is at risk of significant harm, the Sandwell Safeguarding Children Partnership Multi-agency child protection procedures, as identified in the threshold document, should be followed. It can be accessed here:

**Click here to download Sandwell's '[Multi Agency Thresholds Guidance: Continuum of Help & support](#)' document.**

## Section 1 – Consent to complete EHA and Information Sharing

Consent must be given from the family for the assessment to be completed, subsequent support and information to be shared with agencies who it is felt can provide appropriate support to the family. Please confirm details of who has given consent and when. Written consent to be obtained where possible.

**\*\*\*Please note this is a fictitious family and situation used for training purposes only\*\*\***

	Name	Consent type (please circle)	Signature	Date
Young person	Emily Green	Verbal / Written	Emily	24.07.23
Young person	Billy Green	Verbal / Written	Billy	24.07.23
Parent	Sarah Green	Verbal / Written	S. Green	24.07.23
Parent	Jim Green	Verbal / Written	J. Green	24.07.23

## Section 2 – Details of Person Completing Assessment

Name	Sally Smith
Role	DSL
Agency	Sandwell School
Address	Tipton Road, Tipton
Email (MANDTORY)	Sally_smith@tiptonschool.com
Telephone Number (MANDTORY)	07894 **7 **1
Date of Assessment	24.07.23

### Section 3 – Reason for Completing Assessment

What are the reasons for this assessment being completed? Include current concerns of parents/carers/professionals.	
Sarah and Jim are struggling to manage Emily's behaviour at home. They feel that all their time is taken up with Emily and they have been unable to support Billy and they are now concerned who he is hanging around with after school and weekends. Parents are concerned that Billy maybe drinking and smoking 'wacky backy'.	
What does the Child(ren) feel they need support with? Where possible phrase or paraphrase the actual voice of the child.	
Emily wants to be better behaved and does not understand why she is struggling at home. Billy feels he is ok, and everyone should back off and let him be.	
Has there been any historical Children Social Care or Early Help Involvement?	Yes / No
If Yes, please explain what historical involvement there has been, dates if known, what the concerns were and impact of support.	
No previous CSC. There has been a period of early help support offered a number of years ago by the children centre.	
What support has already been offered/tried to address the current/presenting issues? Please include the parent and family's efforts as well as these made by professionals. Include what was offered, when it was offered and the impact the support had.	
Discussion with Emily and parents. Support to Emily in school.	

### Section 4 – About the Family

<b>The family home</b>								
Address (including postcode)			12 Rowley Street, Rowley, B65 ***					
Young People living in the home (insert more rows if needed)								
Forename	Surname	Gender	Ethnicity	Religion	Date of Birth (or due date if unborn)	Relationship e.g. brother, sister, step or half sibling	Contact Number & email address	Education / Training/ Employment Provider
Emily	Green	F	White Irish	Christian	10	Sister	N/A	Sandwell school
Billy	Green	M	White Irish	Christian	14	Brother	07889 *** **	Sandwell secondary
Sarah	Green	F	White Irish	Christian	45	Mom	07764 *** ** Sarah_g@gmail	Part Time Dinner Lady
Jim	Green	M	White Irish	Christian	48	Dad	07896 *** ** Jim_g@gmail	Employed Full Time
Did both parents contribute to the assessment?			Yes / No	(If no, please explain why both parents have not been involved in the assessment and what attempts have been made to engage them)				
Other significant family relationships (families support network) (insert more rows if needed)								
Forename	Surname	Gender	Ethnicity	Religion	Date of Birth	Relationship to young people in the home	Location to the family e.g. whether they live local to family	Contact number & email address
Paul	Blue	M	White Irish	None	41	Uncle	In Sandwell	07865 *** ** Paul_blue@gmail

Nationality	Irish	
Main language used in the household	English	
Is an interpreter required?	Yes / No	(If yes, please state what language) N/A

Family Status in UK (please circle)	<b>British Citizen</b> Confirmed settled in UK – EU settlement scheme Refugee Status	Visitor Visa Other Unknown	(If other, please state)
Does anyone have a disability?	Yes / No	(If yes, please state what disability and who has it)	
Are any of the children a young carer?	Yes / No	(If yes who and who do they care for)	
Living Arrangements (please circle)	At home with one parent <b>At home with both parents</b> With extended family Other	(If other, please state)	
Equality, Diversity and Inclusion - consider the families individual needs and what needs to happen in practice to meet these needs e.g. learning style, cultural needs, access issues	Family prefer information written so they can refer back to it as they struggle to recall all information shared. Family have no other additional needs.		

### Section 5 – Current level of help and support



The levels of support as identified on the windscreen of support are; Universal, Early Help or Multi-Agency Early Help. The Lead Professional is an **identified practitioner who takes a lead role** to ensure that services are co-ordinated, coherent and achieving intended outcomes of the family.

What level of support are the family currently receiving? Please circle	Universal/Early Help/Multiagency Early Help		
Is there a current Lead Professional?	Yes/No		
Lead Professional's Details (If there is no Lead Professional, please go to Professional Involvements Question)			
Name	N/A		
Agency	N/A		
Contact Number	N/A		
Email Address	N/A		

Professional Involvements (Include all professionals that are currently providing support to the family. Insert more rows if needed)			
Agency	Who in the family are they supporting?	Current Intervention being offered	Have they contributed to this assessment?
Sandwell Secondary Danny Davies	Billy Green	Mentor in school	Yes

Cranston – Bobby Brown	Jim Green	Support in relation to addiction to alcohol misuse.	No
Family Adult mental health – Rachel Red	Sarah Green	Support maternal mental health	No

The ten priorities below are the Supporting Families priority needs. You can see further information about these priorities on the [Government’s website](#). We must evidence the needs the family have against these criteria. In each section please evidence what is working well and areas where support is needed in order to explain how the family meet that priority need. Below the free text box please select a cross in the box for all the options that apply to the family.

Remember, all boxes are **mandatory**, you will not be able to finalise this assessment if any boxes are blank. If no support is needed in a particular area, please state this. Please consider all the children in the family/household as well as parents/carers. **Include parent’s, child/young person and professionals views.**

Area of need <i>Please consider all family members when completing this section</i>	What’s working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Education</b> <i>Children &amp; YP who are not getting a good education, including attendance and/or participation concerns, or with an un-met SEN need. Include attendance level, attainment and aspiration. Does the child/ren have an EHCP?</i>	Emily and Billy both attend school. Attendance has dipped of late - Emily 92% and Billy 90%. The unauthorised is not below 10%	Both Emily and Billy’s commitment to education has dipped of late and often Billy will be missing in education. Wondering around school rather than being in lessons.	Identify with the family why attendance has dipped. Support Emily and Billy to ensure they are fully engaged and do not go missing in education.

- Child in the home with more than 10% unauthorised
- Child in the home who is unwilling to participate with education
- Child in the home whose special education needs are not being met
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What’s working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Early Years</b> <i>Parents/carers expecting or have a child/ren 0-5, in need of additional early years support to ensure development, attachment, health and communication to support a good early year start.</i>	There are no under 5’s in the family home.	As there are no under 5’s in the family home there are no concerns.	There are no under 5’s in the family home therefore no concerns.

- Expectant or new Parent/Carer who require additional or specialist support
- Child in the home (0-5 years) who’s physical health needs are not being met
- Child in the home (0-5 years) who’s developmental needs are not being met
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What’s working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Health</b> <i>Parents/carers, children and young people with a range of mental and/or physical health needs. Please state</i>	All family members are physically fit and registered with the relevant health	Mom suffers with poor mental health and needs to re-engage with mental health support.	Mom to be supported to reengage with Rachel Red in mental



<i>which member of the family has what needs and what support is required.</i>	professionals including doctors, dentist and opticians.	Emily is concerned about her wellbeing as she does not understand why she is behaving the way she is.	health. Emotional wellbeing support to be secured for Emily.
--	---	---	--

- Child in the home who needs additional support with their mental health
- Adult in the home who needs additional support with their mental health
- Child in the home who needs additional support with their physical health
- Adult in the home who needs additional support with their physical health
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Drugs and/or Alcohol</b> <i>Parents/carers/young people with a drug or alcohol problem. Please state which family member is experiencing this.</i>	There are no concerns for Mom or Emily in relation to drugs or alcohol use.	Dad has started to drink as a way of distressing from the problems he feels the family have. Before the children was born Dad needed support with dependency on alcohol. There are also concerns that Billy maybe drinking and smoking 'wacky backy'.	Billy to have someone to talk to and support from DECCA as appropriate. Discussion with Dad about his alcohol use and additional support required.

- Adult in the home who has a drug and/or alcohol problem
- Child in the home who has a drug and/or alcohol problem
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Family Relationships</b> <i>Parents/carers in frequent, intense or poorly resolved parental conflict. Families with wider conflict and relationship issues. Consider what family and friends make up the family support network. Include family identity and culture.</i>	Family are supported by maternal Uncle – Paul Blue. Paul will take the children out of the family home which allows the children to have some respite and the parents to have some time together.	Parents have different parenting styles and are struggling to set consistent boundaries for the children.	Parenting support to offered to assist in managing behaviours to ensure the children are getting consistent rules/boundaries.

- Parent/Carers require parenting support
- Harmful levels of parental conflict
- Child who is violent or abusive in the home
- Unsupported young carer or requiring additional support
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Abuse and Exploitation</b> <i>Children and young people who are at risk of/experiencing abuse and/or harm including neglect, risk of exploitation,</i>	No historical concerns around abuse or exploitation for Emily or Billy	Parents are concerned who Billy is hanging around with after school and weekends. Billy goes missing in school and there is	Direct work with Billy to confirm if he is at risk of exploitation. Completion of child

radicalisation, peer to peer harm and abuse.		concerns he has started drinking and smoking 'wacky backy'.	exploitation screening tool
--	--	---	-----------------------------

- Emotional, physical, sexual abuse or neglect, within the household
- Child going missing from home
- Child identified as at risk of, or experiencing, sexual exploitation
- Child identified as at risk of, or experiencing, criminal, or pre-criminal, exploitation
- Child experiencing harm outside of the family
- Child identified as at risk of, or being affected by radicalisation
- Child experiencing harm outside of the family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? <i>What are the family strengths? What is the family good at? What is positive for the family?</i>	What are the worries? <i>What are the families concerns? What impact are these having on the child/YP and family?</i>	What support is needed next? <i>What support is currently missing?</i>
<b>Crime / ASB</b> <i>Parents/carers, children and young people involved in or at risk of involvement in crime or anti-social behaviour</i>	Family report no involvement with Police/ crime or ASB.	Non identified.	No action required.

- Adult (18+) in the home involved in crime and/or ASB in the last 12 months
- Young Person (u18) in the home at risk of crime
- Young Person (u18) in the home involved in crime and/or ASB in the last 12 months
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? <i>What are the family strengths? What is the family good at? What is positive for the family?</i>	What are the worries? <i>What are the families concerns? What impact are these having on the child/YP and family?</i>	What support is needed next? <i>What support is currently missing?</i>
<b>Domestic Abuse</b> <i>Families affected by domestic abuse. Please clarify how recent the abuse has been</i>	Family report there has never been any domestic abuse in the home	No current concerns.	No action required.

- Adult in the family who is a victim of domestic abuse
- Adult in the family who is a perpetrator of domestic abuse
- Child in the home affected by domestic abuse
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? <i>What are the family strengths? What is the family good at? What is positive for the family?</i>	What are the worries? <i>What are the families concerns? What impact are these having on the child/YP and family?</i>	What support is needed next? <i>What support is currently missing?</i>
<b>Secure Housing</b> <i>Consider type of accommodation the family occupy. Are they at risk of homelessness or families not in suitable or sustainable accommodation.</i>	Family live in a SMBC property. There are no rent arrears on the property.	The family live in a two-bed property where both Emily and Billy share a room. The property is in clean and tidy but in need of many repairs.	The family have lost contact with the housing officer but need to resume contact to discuss repairs and overcrowding.

- Family in local authority temporary accommodation & at risk of losing this
- Family not in suitable, sustainable housing and/or threatened with eviction/at risk of homelessness
- Young Person in the home aged 16/17 at risk of, or who have been, excluded from the family home
- N/A None of these apply to this family

Area of need <i>Please consider all family members when completing this section</i>	What's working well? What are the family strengths? What is the family good at? What is positive for the family?	What are the worries? What are the families concerns? What impact are these having on the child/YP and family?	What support is needed next? What support is currently missing?
<b>Financial Stability</b> <i>Families struggling financially, concerns around poverty and parents/carers/Children and young people 16+ not in either education or employment.</i>	Dad has a full-time job and is the main earner in the home. Mom has a part time job in school as a dinner lady. The rent is paid regularly and on time.	Despite Mom and Dad both working, money is tight, and the family are struggling. They currently manage to pay the bills but struggle to do anything else.	Support and advice with money management

- Adult in the family who is out of work and reliant on benefits
- Family require support with their finances and/or have unmanageable debt
- Young person aged 16/17 in the home who is NEET
- N/A None of these apply to this family

**Section 6 – Next steps - The Plan** This will form the basis of the initial Team Around the Family (TAF) plan.

Supporting Families Area	What is the need you require help with?	What needs to happen to make things better for you?	Who will do this?	Impact on the child / Family
Education	Emily and Billy to be fully engaged with education	School to support Emily and Billy in school to ensure they are fully engaged and do not go missing in education.	School Emily Billy Parents	Emily and Billy's attendance to improve, them be in school and thriving
Health	Mom mental health and emotional wellbeing	Mom to be supported to re-engage with Rachel Red in mental health.	Mom Mental health service	Mom to be stable, content, and able to meet the Childrens needs.
Health	Emily's emotional wellbeing	Emily to receive support with emotional wellbeing so she is able to manage her emotions	Emily Emotional Wellbeing service	Emily to be content, thriving and able to manage her emotions
Drugs &/or Alcohol	Billy to have awareness of the impact of drinking and taking drugs	Billy to have someone to talk to and support from DECCA as appropriate.	Billy DECCA Mentor	Billy to make informed choices whether to use alcohol and drugs
Drugs &/or Alcohol	Support for Dad with managing alcohol use	Discussion with Dad about his alcohol use and additional support required.	Dad Cranston	Dad to remain in control of his alcohol use and manage it appropriately
Family Relationships	Support for parents managing the Childrens behaviour	Parenting support to offered to assist in managing behaviours.	Parents Family support	Parents are better equipped to manage the children behaviour.
Abuse and Exploitation	Billy peer relationships	Direct work with Billy to establish if he is at risk of exploitation. Completion of child exploitation screening tool	Billy Mentor Parents	Ensure Billy is safe, and his friendships and associations are positive.
Housing	Stable accommodation	The family to resume contact with housing to discuss repairs and overcrowding.	Parents Housing	To ensure the family have safe and appropriate accommodation

Financial Stability	Financial security and money management	Support and advice with money management	Parents Welfare Rights	Family to have a plan to manage money and avoid debt
---------------------	---	--	------------------------	--

Do you (the family) have a trusted professional who you would like to lead the support?	Yes/ No
If yes, please provide contact details (name and contact number/email)	Sally Smith - 07894 **7 **1 Sally_smith@ tipton school.com
Do you (person completing assessment) feel you are able to co-ordinate the support for the family?	Yes/ No
Please explain your reason for the response above:	I have a relationship with the family and happy to lead a TAF.

## Section 7 – Summary

<p><b>Summary of Needs and Risks</b> Consider all strengths, unmet and complex needs and risk associated to needs not being met.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- Family are all healthy</li> <li>- Family have no rent arrears</li> <li>- No concern re crime and ASB</li> <li>- Mom and Dad both work</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>- Children to have improved commitment to and in education</li> <li>- Mom to receive mental health support</li> <li>- Emily to receive support to manage her emotional wellbeing</li> <li>- Dad to continue to manage his alcohol use</li> <li>- Billy have positive relationships</li> <li>- Billy to understand the risk associated with draining and drugs</li> <li>- Improved financial management by the family and appropriate accommodation.</li> </ul>
<p>What would the impact be if the child(ren), young person and family do not receive additional support?</p> <p>Concerns will escalate and the children’s ability to thrive and flourish will be impacted. They could lose sight of the value of education and not reach their potential.</p> <p>If parents do not receive support, they may be unable to meet the children needs due to unmanaged concerns around mental health and misuse of alcohol.</p>

<b>Outcome Star</b>										
Are you Outcome Star trained? If no, please move to the next section.										Yes/No
If yes, please complete the below: -										
Outcome Area	Physical Health	Your well-being	Meeting emotional needs	Keeping your children safe	Social Networks	Education & Learning	Boundaries & Behaviour	Family routine	Home & Money	Progress to work
Score	10	3	4	5	5	5	5	5	5	10

## Documents to Support Assessment

Have you completed any of the following documents to support the assessment? <i>Please attach any supporting documents that have been completed with the family to the assessment.</i>	
Graded Care Profile 2 (GCP2)	
Child Exploitation (CE) Screening Tool	



Direct work/ Child's Voice with Young Person (including wishes and feelings)	
Genogram	
Chronology	Yes – Chronology attached
Domestic Abuse, Stalking and Honour Based Violence (DASH)	
Domestic Abuse Risk Assessment for Children (DARAC)	
Education Health Care Plan (EHCP)	
Brief Alcohol and Drugs Screening Tool (BADST)	
Other (please state)	

**Privacy Notice under the General Data Protection Regulations 2018**

To understand more about why we collect your information, what we do with your information, how you can access your information, your personal information rights, how and to whom to raise a complaint about your information, please visit our privacy notice page at <https://www.sandwellchildrenstrust.org/privacy/>

