

# Early Help Assessment and Referral Record



HILLINGDON

Date Started	<input type="text" value="Click or tap to enter a date."/>
Name of initiator	<input type="text"/>
Role	<input type="text"/>
Telephone	<input type="text"/>
Organisation	<input type="text"/>
Email address	<input type="text"/>

## The child and their family's assessment

### What is happening for this family?

Consider all family members including strengths, protective factors and what is going well in addition to the child's developmental needs such as physical and emotional health, education and learning, ability to form a positive sense of self and identity, social, emotional and behavioural development and self-care skills. In addition, whether the child has an Education Health Care Plan or My support plan.

John is unhappy at school and struggles to learn in class. He gets distracted easily and he often becomes upset. This is impacting John's attainment as he is not able to focus. John displays aggression to other pupils and staff when in school.

John has health needs but rarely has his medication. Mum does not bring this into school

John is often late for school.

John is often coming to school looking unkempt.

John lives with mum and his siblings

School are worried for John's basic and emotional needs. John frequently presents as unhappy when in school and there have been multiple occasions where he has been extremely distressed without any known reason and can display aggression towards other children.

John has recently begun to display aggressive behaviour at school; he has slapped another child when he wasn't allowed to play in a game. There have been other occasions where John has become very angry and thrown items around the classroom. When we informed John that we would need to speak with his Mum, he became highly distressed and said he was scared of his mum finding out.

John has asthma and there have been occasions where he has needed his inhaler but Mum has not provided this. We have spoken to mum on three different occasion asking her to ensure that this is in school. To date, this has still not been done. Mum reports that she forgets to collect his prescription

We are concerned about John's appearance. John often comes to school in clothes that have not been washed, there are clear indications of food and dirt on his clothes and other children have begun to tease him about this. John's school shoes are very worn. We have spoken with mum and she advised that she will be getting him new shoes on the weekend. To date this has not happened.

Mum reported that John's elder sibling (15) is very difficult to manage at home. He often winds John up and the two of them end up arguing. Mum also mentioned that she worries about what James is up to as he often is out very late. Mum think he might be smoking weed.

Mum often looks very tired and does not always engage with the school.

## What in the family's circumstances is currently impacting on them?

Consider areas such as the family history, Education, housing, income, employment, community resources currently available, social integration and the role of the wider family.

Mum does not work, not sure who is in the family that helps

Mum has informed school that her benefits stopped a while ago and she does not know why. As a result she has had limited income for a while. She advised that she is not able to buy new uniform for John and sometimes there is not always enough food in the house.

Mum has informed school that she struggles to read and write, this has impacted on her ability to respond to letters and fill out forms for her benefits.

Dad left the family home around 3 months ago. Mum advised that there have been lots of arguments which John has witnessed. Mum denied any violence from Father to her.

Mum reports that her Mum is around to help with the children but she has not asked for any help with her.

## The parent or carers current capacity to meet the needs of the child and or children's needs.

Consider areas such as the family history, Education, housing, income, employment, community resources currently available, social integration and the role of the wider family.

We've had previous concerns about the family. John often doesn't have his lunch or school bag  
Mum is not able to get John into school on time

Our concerns for John have been growing over time. In the last 6 months there has been a rapid decline in John's physical presentation, timeliness to school and his overall happiness when in school. We are concerned that John is often late for school, sometimes up to an hour. There are concerns that Mother is not able to support his educational needs

Mum has reported that the family income has reduced significantly due to Mum's benefits being stopped and Father leaving the home

## What help and support is required at this time?

Consider the role of the wider family, resources in the local community, the role of the current professionals working with the family as well as other appropriate support services that may be made available.

**Family need support. As a school, we have given support to the family**

We feel that Mother would benefit from the support of SF key working to explore the above concerns. School believe that Mum is trying her best  
School have offered John time out when he becomes upset. He has been working with a mentor around his feelings when he gets upset and this seems to be helping him  
John would like to attend football club after school and this has been put in place for him to support his social development

**Please comment on any specific risks to be considered.**

**For example, is the child vulnerable as a result of exploitation, grooming, negative peer pressure, offending behaviour, school exclusion, or may pose a risk to others.**

**None**

We feel that John is vulnerable to exclusions due to his behaviour in school. This could impact his education further

**The wishes and feeling of the child, young person and their siblings**

**Not sure**

John says that he feels angry and sad most days. John also reports feeling worried about his Mum  
John says that home is ok. He likes staying up late to play his computer  
John says that he usually goes to bed at 11pm and everyone is tired in the morning which is why he isn't at school on time.  
John says he hears his mum crying a lot and this makes him worried for her  
John would like to see his Grandma more

**The views of parent(s) or carer including what should happen next.**

**Mum wants support and has agreed to referral**

Mum has agreed to accepting support; she informs school that things have been really difficult over the last 6 months. Father left the home as the relationship was becoming emotionally abusive and this has impacted Mum emotionally. Mum is struggling to wake up early enough to get John to school as she reports that she is struggling to sleep herself.

Mum states that John's behaviour at home is getting worse too. John will often have tantrums at home when he is not allowed to play the computer or when it is bed time. Mum wants help in getting John into a better routine

Mum is really worried about her finances, her benefits were stopped and she struggles to read the letters that are sent to her

**How will we know when the family and universal services are able to meet the needs of the child? In other words, what positive change would you like to achieve?**

When the family have support and john looks happy

When John comes to school on time in clean clothes and is ready to learn

When John begins to present as happier in school and is able to interact with other pupils and staff

When John is able to talk about things that are upsetting him

When Mum is able to set appropriate boundaries at home

When the family have a stable source of income