

Combined core assessment & report for initial CP conference ICS exemplar

In order to reduce duplication of work the core assessment exemplar has been combined with the initial child protection conference report so that only one exemplar has to be completed when s47 enquiries are commenced. The existing *initial protection conference report* and *core assessment* exemplars will no longer be available and will be replaced by the *combined core assessment & report for initial CP conference*.

Printing

There will be two print versions from the Quick Reports tab: *initial conference report* or *core assessment only*. This means that if a referral progresses to an initial child protection conference you can choose to print the combined exemplar as an *initial conference report*. If the case does not progress to conference then the *core assessment only* version can be printed. NB If these quick report options are not available then please log a call with support works.

Standalone core assessments and updating core assessments

The combined exemplar can also be used for a standalone child in need core assessment. The combined exemplar can also be used when you need to update your core assessment.

Recording the initial CP conference decisions

In order to record the decisions of the initial conference a second new exemplar has been created entitled *initial child protection conference decisions*. This will be used by team support to record the decisions of the initial conference.

Review child protection conferences

The *review child protection conference report* exemplar will continue to be used for review child protection conferences both for the social work report; and for recording the conference decisions.

Guidance for Completing the Combined Exemplar

Social workers completing this ICS exemplar should complete the report on one child (index child) if more than one in the family before work-flowing to your supervisor for sign-off. The exemplar can then be cloned to any siblings. NB only the core assessment currently requires sign-off but the report for initial conference must be agreed by your supervisor and may be signed off.

Panel Name	No	Description
	001	<i>This panel will display the name of the child whose ICS record you are in. This panel does not print and you will need to add the child again in panel 2 below.</i>
Subject(s)	002	Name <i>All children subject of the assessment or report for ICPC must be searched for and added here using the Add More function. Please note that due to system limitations the subject's address and DOB are displayed in this panel but they will not print and have to be added manually as shown below. If you do this these details will display when you print your report or assessment.</i>
		Enter current address as above Type in the subject's address
		Enter DOB as above Type in the subject's DOB
		REPEAT AS NECESSARY BY USING ADD MORE FOR EACH SUBJECT CYP

Family Composition Including Significant Others	003	<i>This panel should be completed using the Add More function and manually entering the family or significant other's address and DOB as described in the Subject(s) guidance above.</i>
		Relationship <i>Add details of the relationship to each of the subjects</i>
		Ethnic origin, immigration status and primary language of family member, significant other. <i>Add sufficient detail here.</i>
		PLEASE ENSURE THAT ALL THE RELEVANT PERSONS ARE INCLUDED
Communication Needs	004	Does anyone in household have specific communication needs? <i>Add details of any communication needs here.</i>
Referral Information	005	Date of receipt of referral
		Is this an updated core assessment? Yes/No <i>Choose yes if this is an updated core assessment within the current referral</i>
		If yes date of last core assessment <i>Use date that previous core assessment was signed off</i>
		Date of completion of the core assessment
		Reason Core Assessment not completed within 35 days <i>Choose reason from pick list if not completed in time</i>
		Date of strategy discussion if held <i>If the core assessment is being completed as part of s47 enquiries then please add date of first strategy discussion.</i>
		Responsible social worker <i>Add your name here</i>
Sources of information	006	Sources of information (agency and family) <i>Briefly explain who you spoke with in terms of family members and professionals. There is space below to detail where and how the child was seen and record their wishes and feelings.</i>
Reasons for Assessment	007	Type of report Select core assessment or conference report as required
		Reason for undertaking the core assessment or convening child protection conference <i>This will show as reason for core assessment or reason for child protection report in the printed version depending on which type is chosen.</i>
		Summary of significant events prior to core assessment or child protection conference <i>This will show as reason for core assessment or child protection report in the printed version depending on which type is chosen</i>
Previous CP Conferences	008	Type, date, subject and decision of previous CP conference(s) <i>This important historical information should be recorded for all subjects</i>

Family History	009	Does any member of the family pose a risk of harm to CYP? <i>Summary details should be added here</i>
		Family history <i>Family history includes both genetic and psycho-social factors. Family functioning is influenced by who is living in the household and how they are related to the child; significant changes in family/household composition; history of childhood experiences of parents; chronology of significant life events and their meaning to family members; nature of family functioning; including sibling relationships and its impact on the child; parental strengths and difficulties, including those of an absent parent, and the relationship between separated parents.</i>
Assessment of CYP's	010	Name of CYP <i>Type in name of child. NB this is an Add More panel and a new panel must be opened and completed for each child in the family. Please do not attempt to write about all the children in one panel.</i>
		Was child seen? Yes/No <i>Was this child seen?</i>
		Date child seen
		Was child spoken to alone? Yes/No
		If not, reason why
		Who was present and for what reason <i>Explain circumstances in which this child was seen</i>
		CYP's wishes and feelings
		Assessment of CYP's health, education, emotional and behavioural development and their social relationships, identity, presentation and self care skills. <i>(See attached guidance for details)</i>
		REPEAT AS NECESSARY USING ADD MORE FOR EACH SUBJECT CYP
These are mandatory questions that do not appear in the printed version	011	Are there concerns CYP has been trafficked Yes/No <i>If there any concerns that the CYP may have been trafficked then follow the KSCB procedures. NB This question and the ones below should be individualised after cloning if any CYP within the family has different attributes.</i>
		Young Person has a problem with substance dependency Yes/No
		Young Person has a problem with alcohol dependency / misuse Yes/No
		Has the young person been offered an intervention for his/her substance misuse problem? Yes/No
		Has the young person been offered an intervention and refused it? Yes/No
Capacity of Parents to Meet Needs of the CYP	012	Assessment of basic care; ensuring safety; emotional warmth; stimulation; guidance & boundaries and stability <i>(See attached guidance for details)</i>
Family Circumstances	013	Current family circumstances: wider family; housing; employment; income; social integration and community resources. <i>(See attached guidance for details)</i>
Other Information	014	Other relevant information <i>This section provides a place for any other relevant information</i>

<p>Analysis</p>	<p>015</p>	<p>Analysis of risk and protective factors including any impact on the CYP</p> <p><i>Information and evidence should be assessed within a developmental and psychosocial framework that includes the relationship and developmental histories of parents and family members.</i></p> <p><i>Research has found that this approach is undermined if agencies and assessors ‘describe’ their way around the three sides of the Assessment Framework without properly generating an analysis including a hypothesis about the nature, origins and cause of the need/problem/concern.</i></p> <p><i>Where there are concerns that the child has suffered or is likely to suffer significant harm then you should provide a clear description of the evidence to support this. If you are unclear about this judgement you should reflect on the information with your supervisor so that you can justify your recommendations.</i></p> <p>This is particularly important if the assessment has been done as part of section 47 enquiries.....but it must also be dealt with in any core assessment. A clear statement about this should be included and it must relate to the evidence that you have presented. If you are saying the child has suffered significant harm you should be clear about why and what evidence you have used to make this judgement.</p>
<p>Recommendations</p>	<p>014</p>	<p>What actions are required to reduce the impact of the risk factors and/or promote the CYP’s welfare</p> <p><i>This section should provide an outline plan of your proposed decisions and/or interventions.</i></p>
<p>Decisions These are mandatory questions that do not appear in the printed version.</p>	<p>015</p>	<p>Initiate strategy discussion Yes/No</p>
		<p>No further action Yes/No</p>
		<p>Immediate legal action to protect the child/young person Yes/No</p>
		<p>Convene Family Group Conference Yes/No</p>
<p>Conference Details (if applicable)</p>	<p>018</p>	<p>Date of initial CP conference</p>
		<p>Time of conference</p>
		<p>Venue</p>
		<p><i>This should only be completed if the outcome of s47 enquiries meeting has decided that an initial child protection conference should be convened. N.B This panel will print at the top of the Report For Initial CP Conference version quick report is chosen.</i></p>
<p>Actions not taken</p>	<p>019</p>	<p>Reasons why any action not taken</p> <p><i>This section provides an opportunity to explain how you arrived at your decision and why you took one course of action and not another.</i></p>
<p>Parent/Carers Views</p>	<p>020</p>	<p>Name of parent/carer and their views</p>
		<p>Date report given to parent/carer</p> <p><i>There is a requirement that the report for initial conference is shared with the parent or carer 48 hours prior to the conference</i></p>

Additional Guidance for Completing the Assessment Dimensions

Health

Includes growth and development as well as physical and mental wellbeing. The impact of genetic factors and of any impairment should be considered. Involves receiving appropriate health care when ill, an adequate and nutritious diet, exercise, immunisations where appropriate and developmental checks, dental and optical care and, for older children, appropriate advice and information on issues that have an impact on health, including sex education and substance misuse.

Education

Covers all areas of a child's cognitive development which begins from birth. Includes opportunities: for play and interaction with other children; to have access to books; to acquire a range of skills and interests; to experience success and achievement. Involves an adult interested in educational activities, progress and achievements, who takes account of the child's starting point and any special educational needs.

Emotional and Behavioural Development

Concerns the appropriateness of response demonstrated in feelings and actions by a child, initially to parents and caregivers and, as the child grows older, to others beyond the family. Includes nature and quality of early attachments, characteristics of temperament, adaptation to change, response to stress and degree of appropriate self control.

Identity

Concerns the child's growing sense of self as a separate and valued person. Includes the child's view of self and abilities, self image and self esteem, and having a positive sense of individuality. Race, religion, age, gender, sexuality and disability may all contribute to this. Feelings of belonging and acceptance by family, peer group and wider society, including other cultural groups.

Family and Social Relationships

Development of empathy and the capacity to place self in someone else's shoes. Includes stable and affectionate relationship with parents or caregivers, good relationships with siblings, increasing importance of age appropriate friendships with peers and other significant persons in the child's life and response of family to these relationships.

<p>Social Presentation</p> <p>Concerns child's growing understanding of the way in which appearance, behaviour, and any impairment are perceived by the outside world and the impression being created. Includes appropriateness of dress for age, gender, culture and religion; cleanliness and personal hygiene; and availability of advice from parents or caregivers about presentation in different settings.</p>
<p>Self Care Skills</p> <p>Concerns the acquisition by a child of practical, emotional and communication competencies required for increasing independence. Includes early practical skills of dressing and feeding, opportunities to gain confidence and practical skills to undertake activities away from the family and independent living skills as older children. Includes encouragement to acquire social problem solving approaches. Special attention should be given to the impact of a child's impairment and other vulnerabilities, and on social circumstances affecting these in the development of self care skills.</p>
<p>Influences on Parenting</p> <p>This section enables the social worker to elaborate on the information provided in section 16 above.</p> <p>This illustrates not only what is happening to the parent or carer as a result of any of the factors that may be present; but should also comment on how this affects their capacity to be a parent.</p>
<p>Basic Care</p> <p>Providing for the child's physical needs, and appropriate medical and dental care. Includes provision of food, drink, warmth, shelter, clean and appropriate clothing and adequate personal hygiene</p>
<p>Ensuring Safety</p> <p>Ensuring the child is adequately protected from harm or danger. Includes protection from significant harm, or danger, and from contact with unsafe adults/other children and from self-harm. Recognition of hazards and danger both in the home and elsewhere.</p>
<p>Emotional Warmth</p> <p>Ensuring the child's emotional needs are met and giving the child a sense of being specially valued and a positive sense of own racial and cultural identity. Includes ensuring the child's requirements for secure, stable and affectionate relationships with significant adults, with appropriate sensitivity and responsiveness to the child's needs. Appropriate physical contact, comfort and cuddling sufficient to demonstrate warm regard, praise and encouragement.</p>
<p>Stimulation</p> <p>Promoting child's learning and intellectual development through encouragement and cognitive stimulation and promoting social opportunities. Includes facilitating the child's cognitive development and potential through interaction, communication, talking and</p>

responding to the child's language and questions, encouraging and joining the child's play, and promoting educational opportunities. Enabling the child to experience success and ensuring school attendance or equivalent opportunity. Facilitating child to meet the challenges of life.

Guidance and Boundaries

Enabling the child to regulate their own emotions and behaviour. The key parental tasks are *demonstrating and modelling* appropriate behaviour and control of emotions and interactions with others, and *guidance* which involves setting boundaries, so that the child is able to develop an internal model of moral values and conscience, and social behaviour appropriate for the society within which they will grow up. The aim is to enable the child to grow into an autonomous adult, holding their own values, and able to demonstrate appropriate behaviour with others rather than having to be dependent on rules outside themselves. This includes not over protecting children from exploratory and learning experiences. Includes social problem solving, anger management, consideration for others, and effective discipline and shaping of behaviour.

Stability

Providing a sufficiently stable family environment to enable a child to develop and maintain a secure attachment to the primary caregiver(s) in order to ensure optimal development. Includes ensuring secure attachments are not disrupted, providing consistency of emotional warmth over time and responding in a similar manner to the same behaviour. Parental responses change and develop according to child's developmental progress. In addition, ensuring children keep in contact with important family members and significant others.

Family History and Functioning

Family history includes both genetic and psycho-social factors. Family functioning is influenced by who is living in the household and how they are related to the child; significant changes in family/household composition; history of childhood experiences of parents; chronology of significant life events and their meaning to family members; nature of family functioning; including sibling relationships and its impact on the child; parental strengths and difficulties, including those of an absent parent, and the relationship between separated parents.

Wider Family

Who are considered to be members of the wider family by the child and the parents? Includes related and non-related persons and absent wider family. What is their role and importance to the child and parents and in precisely what way?

Housing

Does the accommodation have basic amenities and facilities appropriate to the age and development of the child and other resident members? Is the housing accessible and suitable to the needs of disabled family members? Includes the interior and exterior of the accommodation and immediate surroundings. Basic amenities include water, heating, sanitation, cooking facilities, sleeping arrangements and cleanliness, hygiene and safety and their impact on the child's upbringing.

Employment

Who is working in the household, their pattern of work and any changes? What impact does this have on the child? How is work or absence of work viewed by family members? How does it affect their relationship with the child? Includes children's experience of work and its impact on them.

Income

Income available over a sustained period of time. Is the family in receipt of all its benefit entitlements? Sufficiency of income to meet the family's needs. The way resources available to the family are used. Are there financial difficulties which affect the child?

Family's Social Integration

Exploration of the wider context of the local neighbourhood and community and its impact on the child and parents. Includes the degree of the family's integration or isolation, their peer groups, friendship and social networks and the importance attached to them.

Community Resources

Describes all facilities and services in a neighbourhood, including universal services of primary health care, day care and schools, places of worship, transport, shops and leisure activities. Includes availability, accessibility and standard of resources and impact on the family including disabled members.