



# Early Help Assessment



## Why do an Early Help Assessment?

A professional or you yourself have told us about an area of your life you might like some help with. So that we can make sure we get you the right support from the right place, we would like to talk to you more about what's important to you and your family. This will help us to work together with you to get things working well again.

## Please enter brief details of why you are making this referral

**THE ASSESMENT INCLUDES INFORMATION FROM A RANGE OF AGENCIES, IS FACTUAL AND SHOWS AN UNDERSTANDING OF THE CURRENT FAMILY SITUATION**

Ella is currently living with her stepmother and 2 step sisters after the death of her father, 6 months ago. Mum died several years ago and Ella has no other living relatives that we are aware of. When in school Ella presents as dishevelled (dirty clothes and greasy hair), tired and unhappy, she doesn't have the correct uniform or basic stationary (pen/pencil) to aid learning. Homework seems to be rushed, and when challenged she simply states that she doesn't have time to complete it. Ella doesn't attend any after school activities, and she tells her form tutor that she goes straight home after school to complete household chores. Concerns have escalated recently due to poor attendance which is currently 72%. Step mother has shared that she is worried about Ella as she has started to withdraw from the family unit, is secretive, constantly on her phone and has made reference to having a boyfriend.

Her 2 step sisters also attend our school, but no concerns are apparent - in contrast to Ella their uniform is immaculate, they are very well presented, homework is always completed to a good standard and handed in on time. Attendance is 100%.

Stepmother shares our concerns, and claims that Ella is grieving for her father which is why her overall presentation and attitude to learning has decreased. Step mum is willing to engage in the early help process as she desperately wants to help Ella improve her well-being and get back on track academically.

The Education Welfare Officer has completed several home visits, and the family home is clean and tidy and very welcoming. She informs me that during home visits, Ella is very withdrawn so step mother does most of the talking. However, Step mother refused to let the Education Welfare Officer see Ella's room in the attic.

School have arranged counselling for Ella, and feedback from the counsellor is that Ella feels an outcast within the family home, and is often exhausted from the number of household chores that she has to complete. When discussed with Step mother, she maintains that all of the 3 children have an equal number of chores to complete, she maintains that Ella can be defiant and reluctant to complete them, which is why it takes her longer.

## The Agreement

I am happy to participate in an early help assessment. I have full parental responsibility. I understand that the information I give and consent to share will be used to help me make positive changes to my life/my child/ren's life. I understand that my information will be stored safely as per the General Data Protection Regulation (GDPR). If you would like more information about how your information is processed please ask your Practitioner or see our website at

[www.trafford.gov.uk/earlyhelpprivacynotice](http://www.trafford.gov.uk/earlyhelpprivacynotice). I understand my information will be used to evaluate how successful and effective early help is at both local and national level (all names or personal identifying information will be removed). I understand that, where there is an immediate risk of harm, the practitioner will follow the Trafford Strategic Safeguarding Partnership safeguarding reporting procedures and/or make a referral to Intensive Family Support. You may withdraw your consent or alter your objection preferences at any time

Signed:

Date:

Print Name:

As a practitioner I agree to help you make plans to get things working well. I may do the following things:

- Help you to record what is working well and what could be better
- Work with agencies and other professionals involved in your life e.g. Health, Local Authority or Education
- Explain and organise a meeting called a 'Family Support Meeting'
- Explore what you need to do to make positive changes
- Work together to ensure things move on

**Please DO NOT share any of my personal details with the following agencies/persons**

**Please do not share any information with Ella's God Mother (Helena Bonham Carter)**

<b>Are you completing this on behalf of another Professional/Agency?</b>	No
<b>Please enter details of the Professional/Agency completing the Early Help Assessment or that you are completing on behalf of.</b>	
<b>Print Name</b>	Mrs Ilene Woods
<b>Agency</b>	School of Disney, Pastoral Manager
<b>Contact Number</b>	07815 230098
<b>Email</b>	iilenewoods@disney.sch.gov.uk



### Details - Child Young Person

<b>Surname</b>	Sinder	<b>First Name</b>		Ella
<b>Address</b>  <b>Postcode</b>	1375 Buena Vista Drive Stretford Trafford M32 8WD	<b>Date of Birth/Expected Date of Delivery</b>		10/01/2007
		<b>Ethnicity</b>		A3 - Any other White background
		<b>Gender</b>		Female
<b>Religion</b>	Catholic	<b>Disability</b>		No
<b>NHS No</b>		<b>EHP Plan in Place</b>		No
<b>Unique Pupil Number</b>		<b>Is the child a young carer?</b>		No
<b>School or Pre- School Details?</b>	n/a			
<b>First Language of Child and Family?</b>	English			
	<b>Interpreter Required?</b>	No	<b>BSL Interpreter Required?</b>	No
<b>GP Details</b>	The Delamere Medical Practice, Delamere Avenue, Manchester M32 0DF			
<b>Dentist Details</b>	Brooks Bar Dental, 176 Chorlton Road, Old Trafford M16 7WW. 0161 226 2841			



Details - Parents/Carers			
<b>Surname</b>	Tremaine	<b>First Name</b>	Linda
<b>Address</b>	1375 Buena Vista Drive Stretford Trafford M32 8WD	<b>Date of Birth</b>	05/08/1967
<b>Postcode</b>		<b>Ethnicity</b>	A3 - Any other White background
		<b>Gender</b>	Female
<b>Housing Status</b>	Home owner	<b>Housing Association</b>	Choose an item.
<b>Telephone</b>	0161 912 5622	<b>Email</b>	tremaine@gmail.co.uk
<b>Religion</b>	Catholic	<b>Disability</b>	Choose an item.
<b>Relationship to Child</b>	Other	<b>Are you a carer for an additional individual?</b>	No
<b>First Language of Parent/Carer</b>	English	<b>If so, whom for?</b>	
		<b>Has Parental Responsibility (PR)</b>	Yes
<b>Interpreter Required?</b>	No	<b>Sign Language Interpreter Required?</b>	No
<b>Employment/In Training?</b>	No	<b>In Receipt of Benefits?</b>	Yes
<b>GP Details</b>	The Delamere Medical Practice, Delamere Avenue, Manchester M32 0DF		

Details of all children, young people, family members and others living in household					
	<b>Surname</b>	<b>First Name</b>	<b>D.O.B</b>	<b>Ethnicity</b>	<b>Relationship to Child/Young Person</b>
<b>1</b>	Tremaine	Drizella	23/04/2006	A3 - Any other White background	Step sister
<b>2</b>	Tremaine	Anastasia	12/10/2004	A3 - Any other White background	Step sister



**Details of other parent/carer/significant person providing support if not living at this address**

Name	Address	Relationship to Child/Young Person	Parental Responsibility?
			Choose an item.
			Choose an item.

**Services/Professionals currently working with this family**

Name of Service	Worker name/Job Title	Contact Details	Family member being supported
Education Welfare	Ned Flanders	ned.flanders@trafford.gov.uk	Ella Sinder
School Counsellor	Mrs. T. Bell	t.bell@counsellorsrus.co.uk	Ella Sinder
GP	Doctor Walt, GP	The Delamere Medical Practice, Delamere Avenue, Manchester M32 0DF. 0161 864 0200	All family members registered with the GP.

**What are the Child/Young Person's views?**

**Describe the child's lived experience *from their own perspective* referring to any direct work you have undertaken during the assessment. This should be included for all children being worked with.**

**THE VOICE OF ALL CHILDREN IS INCORPORATED INTO THE PLAN AND IS REFLECTED WITHIN THE ACTION PLAN**

Ella has informed me that she is devastated by the death of her father, and is finding it difficult to cope. She tells me that she is deeply unhappy at home and feels that she has too many household chores to complete. Ella explained that Drizella and Anastasia do not have to do any chores and often go to after school activities and meet their friends, whilst she has to go straight home to make the dinner. She has trouble sleeping as she has had to move to the attic room, which she claims is too hot in the summer and freezing cold in the winter. Ella would like help to track down distant relatives as she would like to go and live with them. She has shared that she has nothing in common with her step family, and resents the fact that they are living in her family home and she feels like an outcast. Ella has also mentioned that she recently met a boy that she likes, although she was reluctant to share any further details, or how/where she met this young man.

Drizella although saddened by the death of her step-father tells me that she is finding ways to cope - she has joined the school choir and mum is paying for piano lessons. She feels that she is on track with her school work and enjoys going out with friends in the evening. Drizella informs me that she does regular household chores to help her mother.

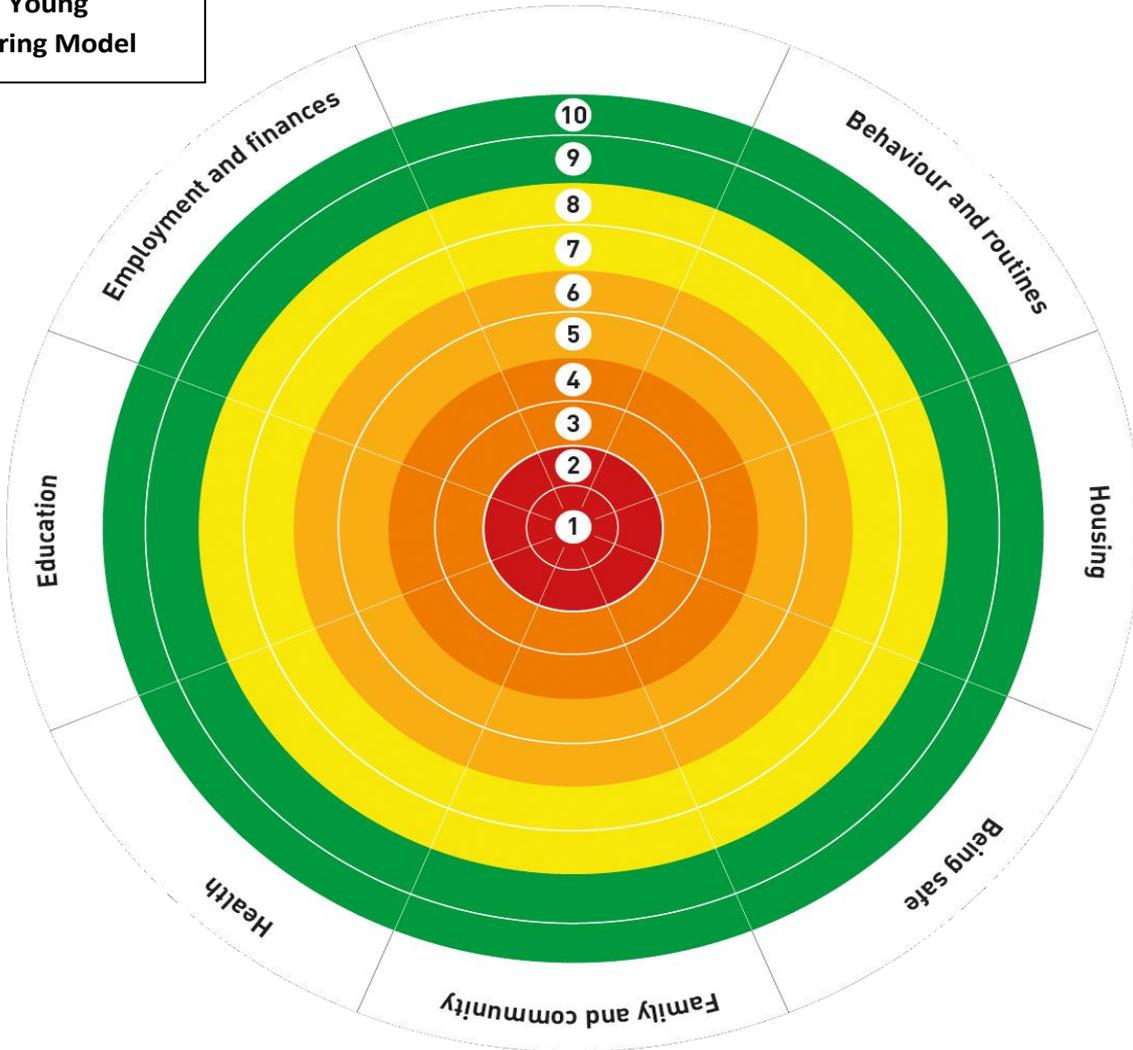
Anastasia is also saddened by the death of her step-father but like her sister Drizella, informs me that she has a supportive network of friends that she socialises with on a daily basis. Anastasia has joined the school council and regularly organises school social events likes dances/quizzes etc. Anastasia feels that Ella is behaving in this way to get attention. Drizella informs me that she does regular household chores to help her mother.

**Conversation Tool – A guide to use**

This is an observational prompt for the parent/carer and practitioner to use when completing the Child/Family Assessment. Practitioners can use these to support their knowledge in the assessment areas. The list of prompts isn't prescriptive or exhaustive. In discussion with the child/parent/carer ask them to consider on a scale of 1 – 10 where they feel they currently are. The key displaying the numbers is shown below and overleaf with Smiley Face prompts.

**Emotional Wellbeing**

**Children and Young People's Scoring Model**



I feel very confident that I can manage in this area	9 - 10
I feel confident that I can manage in this area	7 - 8
I feel unsure about my confidence that I can manage in this area	5 - 6
I feel I have very little confidence that I can manage in this area	3 - 4
I feel I have no confidence that I can manage in this area	1 - 2



<b>Children and Young People's Scoring Model</b>	<b>What's Working Well?</b> This is where you record the good stuff! What do you/your family enjoy? Think about what you're good at; your successes. Who makes up your support networks?	<b>What are we worried about?</b> Think about what is important to you and your family. This is where we record your concerns and what we have identified as a concern. What do you think could be better?	<b>Where am I?</b> Using the conversation tool above, state where you believe you are on a scale of 1 to 10.
<b>Emotional Wellbeing</b>	<p>Step mother has taken over the parenting role of Ella and is desperately trying to help her through this grieving period, despite her own sense of loss.</p> <p>Drizella and Anastasia are doing really well academically and socially. They are both engaging in after school activities and report that they are coping well despite the circumstances. Both girls have a wide circle of friends.</p>	<p>Ella reports that she is deeply unhappy at home and this is impacting on her school attendance and academic performance.</p> <p>Ella is grieving for the loss of her father and feels disconnected from her family. She is desperate to connect with some of her biological relatives, although at this time, Ella is not sure if she has any as she lost touch with the maternal side of the family, as mum died when Ella was 2 years old.</p>	<p>Ella : 1 Drizella : 7 Anastasia : 8 Mrs. Tremain: 7</p>
<b>Behaviour &amp; Routines</b>	<p>Drizella and Anastasia have 100% attendance and always come to school in the correct uniform, well presented and ready to learn. Both girls have a wide circle of friends and engage in lots of different activities.</p> <p>Ella is participating in counselling in school to support her during the grieving process.</p>	<p>Ella presents in school as being tired and unkempt, she does not wear the correct uniform, and her clothing tends to be creased and dirty. It is evident that she is not self-caring.</p> <p>Mrs. Tremain reports that Ella can be confrontational and defiant when asked to complete household chores.</p>	<p>Ella : 2 Drizella : 9 Anastasia : 9 Mrs. Tremain: 8</p>
<b>Housing</b>	<p>The family home is privately owned with no mortgage, all of the children have their own room. From discussions with family members they all report that they like where they are living and have good links with the local community.</p> <p>During home visits it is evident that the home is clean, warm and welcoming - Drizella and</p>	<p>Ella reports that she is struggling to sleep in the attic as she is often too hot/cold.</p>	<p>Ella : 1 Drizella : 7 Anastasia : 8 Mrs. Tremain: 7</p>

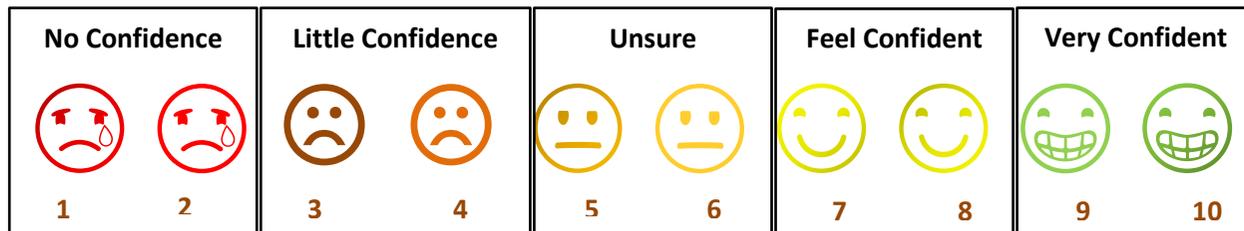


	Anastasia often have friends visiting on a daily basis.		
<b>Being Safe</b>	<p>Mrs. Tremaine is aware of cyber safety and has set appropriate guidelines for the children to ensure that they are safe online.</p> <p>Mrs. Tremaine informs us that she has strict times for the children to return home in the evening, and when to go to bed.</p> <p>None of the children have indicated that they smoke and when out in the evening Mrs. Tremaine takes the necessary steps to make sure they are adequately supervised.</p>	We are worried about Ella's reluctance to share information with her family about her boyfriend and where she met him etc. Mrs. Tremaine is struggling to parent Ella.	<p>Ella : 3</p> <p>Drizella : 9</p> <p>Anastasia : 9</p> <p>Mrs. Tremaine: 7</p>
<b>Family &amp; Community</b>	Mrs. Tremaine has a positive relationship with Anastasia and Drizella and they often go shopping together. They inform me that they do not tend to argue with each other and if they do become frustrated they tend to give each other some space to calm down. They have a family night every week where they have a take out and watch a film together.	We are worried about Ella's relationship with Drizella, Anastasia and Mrs. Tremaine since the death of her father. Ella's feels like an outcast in her own home.	<p>Ella 1</p> <p>Drizella 10</p> <p>Anastasia 10</p> <p>Mrs. Tremaine 7</p>
<b>Health</b>	The family seem to have a healthy diet and during home visits, fresh fruit has been evident. None of the family have any existing health conditions. All children are registered with a GP and dentist and are upto date with vaccinations.	We are worried about Ella's overall well-being	<p>Ella 3</p> <p>Drizella 10</p> <p>Anastasia 10</p> <p>Mrs. Tremaine 10</p>
<b>Education</b>	Drizella and Anastasia have 100% attendance and are always well presented, ready to learn. They are both achieving the expected level of performance.	We are worried about Ella's attendance and presentation at school. Mrs. Tremaine reports that she struggles to get Ella to go to school in the morning.	<p>Ella 2</p> <p>Drizella 10</p> <p>Anastasia 10</p> <p>Mrs. Tremaine 8</p>

<b>Employment &amp; Finances</b>	Due to the death of Mr. Tremaine the family mortgage has been paid which has reduced the financial burden on the family. Mrs. Tremaine is committed to bringing up her family so is not seeking employment at this present time. The family are financially secure.	No issues	10 for all family members
<b>Any Other Area Identified by Family</b>	Due to the death of Mr. Tremaine, it has come to light during this assessment that although Mrs. Tremaine was married, legally she does not have parental responsibility for Ella.	If Ella was to become ill and needed urgent medical treatment Mrs. Tremaine would be unable to give parental consent.	Mrs. Tremaine 1

## Key

How well are Things going (1 - 10)



<b>What would we like to see happen?</b> What's important for you and your family? What are your goals? Actions that you feel will help you and your family.	<b>By Whom</b> Who is responsible for the action	<b>By When</b> How long do we think it will take to achieve?
<p>To increase current school attendance for Ella from 72% to 85% over the next term.</p> <p>No concerns for Anastasia and Drizella.</p> <p><b>(THE PLAN IS HOLISTIC - INCORPORATES ALL FAMILY MEMBERS and is measureable!)</b></p>	<p>Ella has agreed to come into school on a regular basis, and feels that she will feel happier if she is moved to the nurture form group which is smaller. Mrs. Woods has already moved Ella into this form group.</p> <p>Stepmother has agreed to support Ella in the morning in terms of getting ready for school and ensuring that Ella has the correct uniform / stationery / books for the school day.</p>	<p>Monitored over the next school term (6 weeks) by Ned Flanders (EWO)            Monday 1st June -17th July 2020.</p> <p>(PLAN IS SMART and outcome focused)</p>
<p>Ella has asked for help in tracing distant relatives.</p> <p><b>(THE PLAN IS LOGICAL, CONCISE AND JARGON FREE)</b></p>	<p>School learning mentor will support Ella to create a family tree. School have agreed to fund a membership to Trace My Family through pupil premium. The English teacher has agreed that Ella can present this piece of work as part of her course work.</p>	<p>Support will commence on 20/07/2020 and will continue till the end of the academic year (17th July 2020).</p>
<p>To repair family relationship and discuss concerns in a supportive way, a referral to family group counselling has been suggested.</p> <p><b>(THE PLAN RECOGNISES RISK AND THIS IS REFLECTED WITHIN THE ACTION PLAN)</b></p>	<p>School will make a referral to family group counselling to enable the family to come together to share how the death of Mr. Tremain has impacted all family members, and to find a way forward for Ella.</p>	<p>Mrs Ilene Woods will complete the referral week commencing 20/07/2020.</p>
<p>To support Mrs. Tremaine in setting appropriate boundaries for the girls</p>	<p>Referral to Triple P parenting course</p>	<p>Mrs Ilene Woods will complete the referral week commencing 20/07/2020.</p>



To improve Ella's bedroom temperature	Mrs Tremaine has agreed to purchase a fan as well as an electric radiator for Ella's room  Education Welfare Officer to visit Ella's bedroom to ensure that the room is habitable.	Mrs. Tremaine to purchase the fan/radiator w/c 20/07/2020  Visit arranged for 23 <sup>rd</sup> July 2020 at 11.30 am.
Mrs. Tremaine to seek legal advice on how to gain parental responsibility for Ella	Mrs Tremaine	To seek advice in w/c 20/07/2020
To support Ella to improve her overall appearance	Ella is willing to shower every night Mrs. Tremaine has agreed to buy Ella a new uniform and to make sure that it is clean for school on a daily basis.	Ella Mrs. Tremaine
To help ensure that household chores are shared equally amongst the girls and are appropriate.	Learning mentor to meet with the family to devise a set of household chores and distribute them equally amongst the family members.	School Learning Mentor All family members

This action plan is based on not having a great deal of information about the family, having only met each member a few times to gather information for the EHA. A worker needs to think about what the focus of worry is; are we worried that Ella is treated differently and scapegoated in the family, or do we actually have no safeguarding/parenting concerns and are we more concerned about Ella's emotional health and view of her life?

We need more information about the household chores that Ella is doing, step-mother's view on this and practitioner view of whether they are appropriate or not for her age- this could just be a case of a teenager moaning about having to tidy her room and load the dishwasher now and again, **or it could be modern slavery under the category of domestic servitude (level 2 to level 5 in one swoop!)**



## Please use this page for any notes or actions you may wish to record

### ..... Section Three – Early Help Assessment Review Meeting

1. The review date and time takes into account the specific circumstances of the child/young person and their family
2. The review considers any newly identified needs and strengths and uses them to inform the next steps
3. The child/young person is present at the review meeting (if appropriate). Their views are sought on planning the next steps and their comments are recorded
4. The parents/carers are present at the review meeting (if appropriate). Their views are sought on planning the next steps and their comments are recorded
5. The outcome of each review is clearly recorded and the next review date identified (if the Early Help Assessment is not closing)
6. The initial review meeting is set six weeks after the family support meeting. Subsequent reviews are timely according to the specific needs and actions identified in the plan.
7. The reason for the closure of the Early Help Assessment is clearly evidenced and passed to Managers to approve closure

