

# What does good look like?

<b>Basic Information</b>	<p>Recording is up to date, concise and analytical and provides sufficient detail to ensure effective work is being carried out with the family and focussed planning at all times.</p>		<p>'What we are worried about?' 'What is working well?' (Worry Statements, Wellbeing Goals), and scaling are evident and address specific behaviours.</p> <p>Worries include the views of the parent/carers and child/young person about the impact of the worries on them.</p> <p>Outcomes (Wellbeing Goals) include what the child / young person tell us they want to be different in relation to the worries.</p>				<p>All recordings are written in plain, jargon free language that is compassionate and would enable a service user to understand their story.</p>	
<b>Early Help Assessment</b>	<p>Assessment clearly identifies reason for the assessment, worries and what is working well, provides a detailed analysis and includes all members of the household. 'Absent' parents are included in the assessment unless there is a good reason not to.</p> <p>The Assessment lends itself to be able to explore the wider network of family and friends and what it is that they currently do to help (this would be best practice however not mandatory for partner-led EHA).</p>	<p>The assessment is evidence based and uses the voice of the child / young person, multiple perspectives of the people who know the child / young person best (parents / carers, family network and key professionals) and observation to explore and analyse danger/ worries, strengths and existing wellbeing.</p>	<p>Assessment is written in plain, jargon free, compassionate language that is understandable to parents / carers and is written in a way that would make families want to work with us rather than feeling judged.</p> <p>Worries, strengths and safety are described in behavioural detail and are clear about the impact on the child / young person.</p>	<p>The assessment includes the views of key professionals who know the child / young person and parents best.</p>	<p>Child/young person seen alone (where appropriate) spoken to and their views and wishes recorded and reflected in assessment.</p>	<p>It is clear from the assessment what everyday life is like for the child/young person. There is evidence of the voice of the child/young person to understand their views, including use of communication aids, observation and speaking to the people who know the child/young person best (wider network and professionals) where the child/young person can't easily express their views.</p>	<p>The assessment explores any diversity and disability issues and addresses these in the plan.</p>	<p>Assessment is shared with parents / carers, child/ young person (depending on their age and understanding) in good time and their feedback is included.</p> <p>The outcome of the assessment is then shared with the parents/carers, child/young person and their feedback is gathered.</p>

## Child and Family Plan

There is evidence to show that the plan is making a positive difference to the child's life.

The plan is informed by the worries, what is working well and scaling questions – this links back to the analysis in the assessment.

The plan shows evidence of a good understanding of the child's needs and how these will be met, within clear timescales.

There is strong evidence that the child/young person, their family and where possible the wider network of family and friends have been involved in creating the plan, e.g., [Team Around the Family](#), [Family Network Meetings](#)

The plan clearly outlines the day-to-day actions that parents, carers [and the network](#) will undertake to ensure the child's safety and wellbeing (and is not a list of services to attend or a written agreement).

There is strong evidence of the child and family involvement in the development of the plan.

There is evidence to show that the plan has been tried and tested over time and that this is making a positive difference to the child/young person's life

The plan is progressing and meeting the child's needs. Where there is evidence the plan is not meeting the child's needs, the reasons for this are explored and changes made if needed.

The child/young person fully understands their plan and appropriate tools used to facilitate this e.g., Words and Pictures.

## Review

The Child and Family Plan is reviewed as a minimum 6 weekly and is responsive to the CYP's and family's changing needs.

The worries, outcomes (Worry Statements, Wellbeing Goals) and scaling questions continue to guide the review of the plan.

Reviews are convened to allow maximum attendance of family and professionals. Where this is not appropriate, views should be sought, and feedback is given regularly.

Children are actively involved where they have the ability to do so, including attending meetings.

Reviews provide detailed analysis of the issues and actions that are required to meet outcomes, including timescales.

Reviews include an analysis of what is working well and what still needs to happen to move towards greater wellbeing for the CYP.

The plan is updated to include any changes to actions by the parents / carers / wider network / CYP needed to strengthen the plan.