

Assessment

Summary of strengths and pressures identified using **The My World Assessment Framework**.

Reason for Assessment

Shaun has recently been displaying challenging behaviour in school and at home. Mrs Edwards is finding it difficult to get him to school in the mornings.

How I grow and develop.

Strengths

Previous good attitude to learning, likes being active, positive relationship with peers and staff

Pressures/Concerns

Tired in the mornings, easily upset, very distracted in class, relationships with peers and adults becoming strained, blames Mum for parental separation.

Analysis of child's developmental needs

Shaun has made good developmental progress, but recently has struggled to cope with his feelings about his parents' separation. He needs support to help him express feelings appropriately and feel better about himself.

What I need from people who look after me

Strengths

Shaun's parents have provided good care and understanding of his needs. Until recently attendance and time keeping were good. Shaun likes to go to football with his Dad.

Pressures/Concerns

Mr and Mrs Edwards find it hard to communicate. Mr Edwards in temporary accommodation and Mrs Edwards does not think it suitable for Shaun to visit. Mrs Edwards is struggling to cope with Shaun's challenging behaviour, particularly in the morning.

Analysis of impact on the child

Shaun is finding it difficult to cope with his parents' separation and needs help to understand the situation. He needs guidance and support to help him behave appropriately. He wants contact with Dad.

My Wider World

Strengths

Previous stability and support at home, good relationships with staff at school

Pressures/Concerns

Shaun finds playtime difficult
Unable to go swimming due to lack of money at present.

Analysis of the impact on the child, and their parent(s)/carer(s) ability to meet their needs

Mrs Edwards needs support at this time to help Shaun continue his routines and organise contact with his Dad. Shaun is unsettled and isolating himself from his friends.

Desired outcomes	Agreed actions by whom	Time Scale	How successful were they?
He will have contact with his Dad	Mr+Mrs Edwards to consider how they can arrange contact to meet Shaun's needs	Next week	
His self esteem will have improved and friendships renewed	Shaun to work through a programme of Circle Time on school rules and being a good friend with his class and teacher	Remaining 6 weeks of term	
Develop more appropriate behaviours in class and at home	School will use buddy system to help Shaun with friendships in the playground	Immediately until not required	
Shaun will be able to talk about his feelings	ASN Teacher to offer Shaun time to talk following his reading group support.	Weekly on Tuesdays	

Child's view : Although Shaun was unable to articulate his views of his circumstances, he looked unhappy and nodded in agreement in response to questions about wanting things to be different at home and with class mates.

Parent / Carers' view ; Mrs Edwards is concerned about Shaun's recent behaviour and she would like him to talk to someone about his situation. She does not want Shaun's Dad involved at this stage.

Consent to share information with others

Yes No Detail

Review meeting with parents December 2008 _____ Date

Strategies successful - Monitoring tick
Strategies not successful - next steps ...Shaun to work with CSW

Request for service from other Services/Agencies _____ Date

Specialist Service (_____) Psychological Services tick Integrated Services Officer _____
 Detail.....