

Guidance Notes:

This request for support form has been designed to give agencies and individuals an easy way to access the services of the Local Support Teams.

The form is in 2 sections. Section 1 is about the child(ren), young person and family and is split into 2 parts:

- Part 1 asks for basic details about the child(ren), young person and family and their living arrangements.
- Part 2 uses the categories from the Pre – Common Assessment Framework (CAF) checklist to allow you to give a picture of the child(ren), young person and family, their family and environment. This is divided into 5 categories. Guidance on what may be included in each category is given in the table below.

Category	Among other things you might consider the following
Is the child(ren), young person and family healthy?	<ul style="list-style-type: none"> • Access to and use of medical services: Dentist, GP, optician etc • Immunisations • Developmental checks • Hospital admissions • Accidents • Health advice and information • Obesity • Mental health • Isolation
Is the child(ren), young person and family safe from harm?	<ul style="list-style-type: none"> • Alcohol abuse • Abuse of other substances • Self care • Self-harm • Risky behaviour • Inappropriate sexual behaviour • Domestic violence • Bullying
Is the child(ren), young person and family learning and developing?	<ul style="list-style-type: none"> • Reasoning and problem solving • Reaching age appropriate milestones • Independence skills • Fine motor skills • Gross motor skills • Attendance/access to education
Is the child(ren), young person and family having a positive impact on others?	<ul style="list-style-type: none"> • Relationships with peers • Relationship with parents and family members • Relationships with others • Involved in crime or anti-social behaviour
Is the child(ren), young person and family free from the negative impact of poverty?	<ul style="list-style-type: none"> • Stable housing • Appropriate clothing • Personal appearance



Section 2 is about the concern. This has 3 main parts:

- Part 1 of the form asks you to identify a general area of concern. This section consists of a number of tick boxes
- Part 2 of the form asks you to identify any factors that you feel might contribute to the problem. More details are given in the table below
- Part 3 of the form asks you what has been done to resolve the problem, how effective this has been and who else is already involved

Part 1 General Areas of concern are:

Area	Notes and examples
Attendance	Regular or extended absences
Behaviour	Disruption, bullying
Welfare at school	Victim of bullying, general concerns, bereavement etc
Provision	For pupils without a place not excluded pupils
Learning	Lack of progress, SEN problems with level of work
Health and wellbeing	Physical, mental and emotional health
Transition	Moves between schools and between stages within schools
Exclusion	Work to prevent recurring or permanent exclusion
Safeguarding	General discussions about low-level concerns
Care	Inadequate clothing, no food etc
Parenting	Harsh, inappropriate or lack of boundaries. Parents struggling
Child development	Fine/gross motor skills. Lack of physical or social development – e.g. self care
Disability	Diagnosed
Substance abuse	Tobacco, alcohol and other substances both legal and illegal

Part 2 Contributing factors. This part of the form asks you to identify any factors that you feel may contribute to a problem developing or existing over time. Identifying these factors might seem like repetition of the information asked for in part 1. That is not the intention the aim is to get a wider picture of the child(ren), young person and family. The *presenting problem* might be identified as Behaviour a contributing factor could be *SEN* or *parenting*.

Primary category	Sub-categories
Education	Attendance
	Behaviour
	Learning
	Provision
	Welfare
	Special Needs
Friends/neighbourhood	Poor relationships with peers
	Criminal or anti-social behaviour
	Isolation
	Lack of age specific facilities
	Lives in an area of high crime
	Does not have an age-appropriate friend group
Development	Lack of identity
	Developmental delay
	Lack of self-care or independence skills



Primary category	Sub-categories
	Speech, language and communication difficulties
Health and Well-being Covers physical and mental health as well as emotional well-being	Disability (diagnosed)
	Disability (undiagnosed)
	Poor self-esteem
	Mental health
	Bereavement
	Self harm
Substance misuse	Smokes tobacco
	Drinks alcohol
	Abuse of other substances
Living and family arrangements	Parenting
	Family relationships
	Domestic violence
	Care
	Lack of parental support
	Parental mental health
	Parental separation
	Parental substance misuse
	Lack of routine
	Deprived household
	Risk of eviction
	Inappropriate housing

General information about the use of this form

Section 1 of the form is used to tell us about the child(ren), young person and family. Part 1 of this section contains specific details about the child(ren), young person and family and significant others in their life. Part 2 is designed to put this into a context – is the child(ren), young person and family generally healthy, cared for etc. This section is, as it says, about the child(ren), young person and family

Section 2 of the form is about the presenting problem and *its* context. Users of the form are asked to identify a general category of concern (Section 2 part 1) – what is the overall reason they are asking for help (these are the categories that we can easily report on). Section 2 part 2 asks for contributing factors – the context of the request. A child may display problems with behaviour – this is the presenting problem. Contributing factors might include possible SEN or poor parenting skills. We are being asked for help because of the behaviour these other factors are things we *may* need to address to resolve the presenting problem.



Section 3 of the form asks for details of what has already been tried and by whom. This serves at least 2 purposes: it prevents us replicating approaches that have already failed and it evidences what preliminary work has been done by the person asking for help.

Informing the child(ren), young person and family You should make the family aware that you are making a request for support. If possible the request process should be discussed and agreed by the parent/carer/young person.

