





# needs (QL summary)

This page should be used for recording observations about the child's needs, noting other information, for example concerning parenting capacity and any protective factors that might bear on the child's development.

**Second**, from the information in the column to the right, summarise the needs of the child and the family, noting any contrary views.

**First**, summarise your judgements about the circumstances of the child and family. Note any counter indications and contrary views and give important dates. Record when and where you saw the child as part of the assessment.

▶ living situation

▶ family and social relationships

▶ social and antisocial behaviour

▶ physical and psychological health

▶ education and employment

fold

## needs (QN summary)

These questions summarise and prompt reflection on information recorded to the left. They include all variables which, in combination, are known to predict aspects of child development. They are vital for planning purposes but will make a difference to the quality of this assessment. Borderless boxes should be ticked **wherever they apply**; edged boxes require a number to be chosen from a list.

Where does the child live?

- |                          |   |                                |
|--------------------------|---|--------------------------------|
| <input type="checkbox"/> | E | 1 at home with lone parent     |
|                          | E | 2 with two parents             |
|                          | E | 3 with parents and step-parent |
|                          | E | 4 with other relative          |
|                          | E | 5 with substitute carers       |
|                          | E | 6 with adoptive parents        |
|                          | E | 7 independently                |
|                          | E | 8 homeless                     |

Describe the child's relationship with members of his/her family.

- |                  |  |   |              |
|------------------|--|---|--------------|
| mother           |  | E | 1 good       |
| father           |  |   | 2 ordinary   |
| brothers/sisters |  |   | 3 poor       |
| other relatives  |  |   | 4 no contact |
|                  |  |   | 5 deceased   |

Describe the general quality of the child's relationship with others.

- |               |  |   |              |
|---------------|--|---|--------------|
| friends       |  | E | 1 good       |
| professionals |  |   | 2 ordinary   |
|               |  |   | 3 poor       |
|               |  |   | 4 no contact |

Indicate if the child is aggressive...

- |                  |  |
|------------------|--|
| at home          |  |
| at school        |  |
| in the community |  |

Indicate any health problems affecting the child.

- |                                      |  |                          |  |
|--------------------------------------|--|--------------------------|--|
| chronic mental ill health            |  | physical disability      |  |
| temporary, acute mental ill health   |  | history of self-harm     |  |
| chronic physical ill health          |  | nutrition/water problems |  |
| temporary, acute physical ill health |  |                          |  |
| learning disability                  |  |                          |  |

Is the child in school?

- |                          |   |                            |   |  |           |                                   |
|--------------------------|---|----------------------------|---|--|-----------|-----------------------------------|
| <input type="checkbox"/> | E | 1 yes, full-time           | E |  | E         | in a before/after school facility |
|                          |   | 2 yes, part-time           |   |  |           |                                   |
|                          |   | 3 no, but is of school age | E |  | E         | in pre-school                     |
|                          |   | 4 no, is under school age  |   |  |           |                                   |
|                          |   | 5 no, is over school age   |   |  |           |                                   |
|                          |   |                            |   |  | in work   |                                   |
|                          |   |                            |   |  | full-time |                                   |
|                          |   |                            |   |  | part-time |                                   |

Describe the child's education.

- |                          |   |                  |
|--------------------------|---|------------------|
| <input type="checkbox"/> | E | 1 mainstream     |
|                          |   | 2 special school |
|                          |   | 4 not school age |

Do other relatives live in the child's home?

- —  —  —  —
- 0 no
  - 1 siblings
  - 2 grandparent/aunt, etc

How many siblings does the child have?

All brothers and sisters live at home with child.

The child has been looked after previously.

Indicate whether you believe the child's development has been harmed as a result of the behaviour of or neglect by...

- |                                    |                          |  |                  |
|------------------------------------|--------------------------|--|------------------|
| mother                             | <input type="checkbox"/> | <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — | 1 seriously      |
| father                             | <input type="checkbox"/> |  | 2 a little       |
| brothers/sisters                   | <input type="checkbox"/> |  | 3 no detail      |
| other relatives                    | <input type="checkbox"/> |  | 4 not at all     |
| person not related/<br>step parent | <input type="checkbox"/> |  | 5 not applicable |

The child has behaviour problems

- at home
- at school
- in the community

The child is violent

- at home
- at school
- in the community

The child is suicidal.

- He/she is...
- misusing alcohol
- misusing drugs
- pregnant
- stressed and/or  
unable to cope

The child is unhappy.

Has the child ever been in boarding school?

- —  —  —
- 1 yes, ordinary
  - 2 yes, special
  - 3 yes, both
  - 4 no

Has the child special educational needs?

- —  —
- 1 yes, stated
  - 2 yes, not stated
  - 3 no

The child has had frequent changes of school.

The child has previously been excluded.

The child is permanently excluded.

The child is temporarily excluded.

The child regularly misses school.

living situation

family and social relationships

social and antisocial behaviour

physical and psychological health

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- The child's home is overcrowded.
- The child has been homeless in the past (eg living with friends/in a squat/sleeping rough).
- The accommodation is temporary(eg B+B, hostel).
- The accommodation is in need of improvement.
- The family experience/fear crime or other antisocial behaviour.

- Has the child recently been ill-treated? Yes  No
- What was the nature of the ill-treatment?
  - sexual
  - emotional
  - physical
  - neglect
  - other
- Can the ill-treatment be described in terms of low warmth/high criticism? Yes  No

- The child displays anti-social behaviour.
- The child has been cautioned/convicted.  serious  minor
- The child has run away from home.
- The child's sexual behaviour is inappropriate.
- The child has a poor social network.
- There has been evidence of anti-social behaviour since the child's earliest years.

- The child is bedwetting/soiling.
- There is evidence that the child has
  - specific disorder
  - developmental delay.
- Adults in the child's life are suffering as a result of
  - chronic mental health problems
  - temporary/acute mental health problems.

- Teachers say the child is not achieving his/her potential.
- The child has poor relations with teacher/employer.
- The child is isolated in school or at work.
- The child is bullied.
- The child is experiencing racism.
- The child bullies other children.

- The family is dependant on benefits.
- The family is frequently moved school or neighbourhood.
- The family is socially isolated.
- The family live in a poor neighbourhood for bringing up children.
- The family live in a hazardous environment.
- There are money problems.

- Adults in the child's life are experiencing...
- chronic physical health problems
  - temporary physical health problems
  - There is discord in the family.
  - There is family breakdown/divorce.
  - There is domestic violence in the family.

Adult members of the family

- have been aggressive at home...  ...in the community
- have been violent at home...  ...in the community
- have been in trouble with the police
- have been convicted of minor crime
- have been convicted of serious crime
- have behaved inappropriately sexually

Adults in the child's life have...

- a learning disability  a physical disability
- misused alcohol  problems coping with stress
- misused drugs/other substance  have diagnosed depression
- There is a history of self-harm.
- The adults are suicidal.
- The adults unhappy.
- The adults are isolated.

Parents' expectations are unrealistic.

- One of the main carers is employed.  full-time  part-time
- One of the main carers is in education.  long-term  short-term
- One of the main carers is unemployed.

## // needs (QN summary)

These variables include potential protective factors which research suggests can influence child development. Boxes should be ticked **only when there is evidence** that factors apply.

### ▶ living situation

- There is a place other than home where the child can stay.
- The child has always lived in one place.
- Links have been maintained with the places where the child has lived.
- There are good social supports in the child's neighbourhood.
- There is a lack of (generally perceived) necessities.

### ▶ family and social relationships

- There is evidence that someone in the family loves the child.
- A significant adult other than the parents cares about the child.
- Members of the family have skills to deal with problems faced by the child.
- The child has some understanding of the family's problems.
- The principal carer is overburdened by parenting.

### ▶ social and antisocial behaviour

- Friends or family say the child is pleasant to spend time with.
- Teachers or neighbours describe the child as likeable.
- The child wants to improve his or her behaviour.
- The child has the confidence to sort out his/her problems.
- The child shows social skills with people outside the family.
- The child has someone outside the family they can trust.

### ▶ physical and psychological health

- It is widely accepted that there has been an accurate diagnosis of the child's mental health problems.
- Adults have insight into ways of dealing with the child's physical or mental health problems.
- Children have insight into ways of dealing with the adults' physical or mental health problems (including drug/alcohol/substance abuse).

### ▶ education and employment

- The child is described as being of above average intelligence.
- The child is described as being talented by some other measure.
- The child is hard working.
- The child likes school.
- The child is liked by pupils.
- The child is liked by his/her teachers/employer.
- The parents are involved in the child's education.
- The child has hobbies/other interests.

## ( ) threshold

The Threshold **Record Sheet** should be used to work as a working-out before attempting to complete the decision tree in the next panel. This panel can be used to summarise those workings. Guidance is contained in the **Threshold** tool pp37-53.

A

B

C

### the five tests of significant impairment

#### 1 There is impairment to health.

Since the definition of an absolute judgement of impairment has been tightly drawn to include only children at risk of death or experiencing extremely limited functioning, it is reasonable to conclude that all children in this category will be experiencing significant impairment.

#### 2 Impairment to development is at the extreme end of the continuum relative to the norm.

Any child at the extremes of any developmental range might be judged as experiencing significantly impaired development, for example, children below the 0.4th or above the 99.6th centile line for weight or height or scoring a maximum on a measure of anti-social behaviour.

D

#### 3 Impairment has persisted for several developmental stages.

Since many impairments are time-limited, impairment in any case that is unusually persistent might be considered to be significant. So, many children experience periodic difficulties at school or emotional problems, but it is uncommon for either setback to persist for lengthy periods.

#### 4 There is impairment in four or all of the five developmental categories.

The tool attempts to consider levels of impairment across five developmental dimensions: physical, behavioural, intellectual/educational, social and emotional. It is unusual to find impairment on only one dimension because risks tend to have multiple effects, but to encounter it on all five or on four out of five dimensions is uncommon enough to be taken as a reliable indication of significant impairment.

E

#### 5 Development is poor relative to similar groups.

If a child is performing badly even against the norms for a clinical population or that provided for by a certain service, then the impairment may be said to be significant. If a special needs teacher finds a pupil's functioning to be low compared to others in a low functioning population or the youth justice worker considers a child's behaviour to be worse than most, then the threshold has probably been crossed.



# thresholds decision tree

**A**

Is there impairment to physical or psychological health?  
(the absolute test)

yes      no

**B**

Relative to children of a similar age and stage of development,  
is there impairment to development?

yes      no

Relative to the child's situation 12 months previously,  
is there impairment to development?

yes      no

After taking a second opinion, is the child's development  
relative to the norm considered to be impaired?

yes      no

Was impairment to health identified? (copy the absolute  
judgement A above)

yes      no

**C**

Using the five tests, is the impairment to development  
judged to be significant?

yes      no

There is significant impairment to health or development.

There is impairment to health or development, but not significant.

There is no impairment to health or development.

**D**

Is there likely to be impairment to development in the future?

yes      no

**E**

Using the four tests, is the impairment predicted judged to be significant?

yes      no

Significant impairment to development is predicted.

Impairment to development (not significant) is predicted.

No impairment to development is predicted.



# outcomes

Under each heading choose an appropriate period in which the child's needs can be addressed. Say what outcomes can realistically be achieved by the end of this period.

▶ living situation \_\_\_\_\_

▶ family and social relationships \_\_\_\_\_

▶ social and antisocial behaviour \_\_\_\_\_

▶ physical and psychological health \_\_\_\_\_

▶ education and employment \_\_\_\_\_



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