

CAF Evaluating the Outcomes - Medway

Distance Travelled scoring guidance

In order to measure how the CAF impacts on each child/young person, a distance-travelled scoring has been introduced and is recorded on the CAF form to evaluate the outcomes.

The purpose of the evaluation is to see the 'distance travelled' from the point of view of the 'family' from the beginning of the CAF, during the CAF process and then at the completion when the CAF is closed.

As the CAF is voluntary and with consent, the evaluation of impact will need to be decided by the children, young people and families with support from the professionals.

It is also important to capture at the outset those areas of need that the children, young people and families feel are the priority areas for change. This will hopefully help to focus on their priorities and help them to engage in the action plan.

This is a subjective judgement (although justified by evidence in discussion with the CAF assessor): it should indicate how those involved perceive each element and the extent to which they think it is an area of concern. Deciding on a score should help to bring things into perspective and help reassess the severity or otherwise of an issue.

The scoring can also help to give some long-term perspective about change: sometimes even if changes are small they can be seen over time.

The scoring

Practitioners can use the scoring of the CAF and subsequent reviews to monitor progress or deterioration following interventions with young people and their families.

It may be that some families who engage with the CAF will find articulating their need difficult, so the scoring is in just four stages that may be easier for them to select.

- ☐ None
- ☐ Low
- ☐ Medium
- ☐ High

The scoring against each assessment section is how the family see things at that time and is only a guide; therefore practitioners should not be too concerned about getting it exactly right.

Where there may be a difference of opinion it is best just to reach a compromise. It will also allow the Assessor to see at a glance those areas causing most concern and identify the priorities for change *from the family's perspective*. It should also assist the assessment by signifying possible links between elements of the CAF.

The suggestions for each score are pointers and are not comprehensive; they are guidelines to help achieve standardization across different assessors.

Sibling Form

When you are using the Sibling Form ensure that each child/young person has an individual score.

Optional Scoring at review meeting

If you wish to score at review meetings there is an additional page to record the information.
(Distance travelled review record).

This exercise can assist in boosting a child/young person's self-esteem (and encourage parents/carers) by demonstrating progress (i.e. where scores are reducing). In cases where there is no progress or things have deteriorated (i.e. where scores have increased), it can be used by the CAF TAC to identify where they need to devise new strategies and/or stop interventions that are not having an impact.

When to score

It must be made clear to the family that it is not a judgement about them, but a way to assess how the CAF and services are supporting them and whether the CAF helped them.

1. The family score how they feel against each element at the beginning of the CAF assessment (Start).
2. At the CAF TAC review they are asked to look at the original scores and re-score them. This can be repeated at subsequent reviews (this is optional -Distance travelled review record).
3. The scores should be filled in at/after the final review or when the CAF closes (Close).

The recording of the distance travelled does not have an impact on services.

Guidelines to scoring distance travelled scores.

The following guidelines help to rate where the child/young person is in achieving/not achieving the five Every Child Matters (ECM) outcomes.

Distance travelled scores

Please note that this is within the context of Tier 2 - Additional Needs, targeted early intervention, needs not clear, not known or not being met.

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

High: evidence of extreme or high impact on the child/young person's well being.

Medium: evidence that the child/young person needs regular support to achieve outcomes. Evidence of impact on the child/young person's well being.

Low: evidence that the child/young person needs occasional support to achieve consistently.

None: No issues; achieving outcomes without support.

Indicators for consideration when scoring the distance travelled and the significance of any issues at the beginning and conclusion of the CAF.

1. DEVELOPMENT OF UNBORN BABY, INFANT, CHILD OR YOUNG PERSON.

HEALTH

a. General Health –

High: Concerns about reaching developmental milestones not attending routine appointments e.g. immunizations and developmental checks. Persistent minor health problems Missing set appointments across health including antenatal, hospital and GP appointments Low level mental health or emotional issues requiring Tier 2 intervention (CAST Medway)

Medium: Aware of Services but not engaging with them appropriately.

Low: Some minor concerns around access to some services, advice or information networks. Some health problems but not acute or chronic & have received/are receiving medical attention.

None: No issues; achieving outcomes without support.

b. Physical Development -

High: Not receiving adequate services for vision or hearing impairment, or other health problems leading to non-engagement in school/social life. Under/over weight. Housing conditions that impede development due to overcrowding and lack of outside space. Not meeting milestones for crawling and walking. Not active, no participation in physical activity or games. Not recognizing the importance of, or how to keep healthy.

Medium: Moderate concerns over development, vision or hearing, gross or fine motor skill or underdevelopment or obesity.

Low: Some lack of physical exercise, diet could be better balanced.

None: No issues; achieving outcomes without support

c. Speech Language & Communication–

High: Identified language and communication difficulties linked to unmet needs. Withdrawn, doesn't communicate effectively with others, has difficulty understanding others leading to isolation. Extremely low literacy levels for age making learning difficult. The inability to understand body language, communicate & influence others leading to behavioural problems.

Medium: Reluctance to communicate or listen to others, behind with reading & writing for age. Needing regular support in order to learn and communicate appropriately.

Low: Slight reluctance or delay for age in one or two aspects of communication. Understanding of body language not as developed as it might be.

None: No issues; achieving outcomes without support

d. Emotional & Social Development -

High: Limited peer relationships/social isolation. Persistent sadness and tearfulness. No motivation to change. Cannot see the consequences of their words and actions for them or others. Great difficulty coping and adjusting to change. Expresses wish to become pregnant at young age. Expresses thoughts of running away.

Medium: Behaviour giving cause for concern (e.g. causing some attendance/attainment problems at school). Does not always understand what is right and wrong and why.

Low: Some evidence of unhappiness. Some occasional behaviour giving low levels of concern with potential for more serious risk.

None: No issues; achieving outcomes without support

e. Behavioural Development -

High: Disruptive/challenging behaviour at school or in neighbourhood. Received fixed penalty notice, reprimand, final warning or triage of diversionary intervention. Absence from school, acute under achievement. Disruptive/challenging behaviour at school or in the community. Unable or not wishing to change situation. Behavioural difficulties requiring further investigation/diagnosis. Failure to acknowledge the consequences of actions. Emerging anti-social behaviour and attitudes and/or low level offending. Low-level substance misuse (current or historical).

Medium: Starting to have problems at school and giving concern at home. Behaviour has a negative impact on attainment & attendance at school.

Low: Some displays of short attention span, bursts of anger, some negative influence on others or easily influenced by others. Some positive aims for the future.

None: No issues; achieving outcomes without support

f. Identity, Self Esteem, Self Image & Social Presentation -

High: Low self esteem. Limited peer relationships/social isolation. Expressing thoughts of running away. Doesn't feel confident. Is a victim of bullying or bullies others. Experiences levels of discrimination/isolation resulting in longer-term non-attendance/withdrawal at school. Finds it difficult to engage with their peer group.

Medium: Lack of adequate support/help not being accepted. Some friendship/isolation issues at school. Experience of discrimination.

Low: Some minor concerns over lack of self-confidence, sense of belonging. Needs some support in order to socialize.

None: No issues; achieving outcomes without support

g. Family & Social Relationships –

High: Parents/carers have relationship difficulties that may affect the child/young person. Parents/carers request advice to manage their child's behaviour. Children affected by difficult family relationships. Child/young person is a teenage parent. Child/young person is a young carer. Low level concerns about domestic abuse (that do not meet the Kent Police Domestic Abuse matrix). Parent/carer was a Looked After Child (LAC). Large family with several young children under five.

Medium: Longer lasting difficulties around family relationships/friends. Some contact with offending or substance abusing peers, friendships with people of inappropriate age. Some absence from school or negatively affecting attainment/engagement with school.

Low: Some occasional or temporary problems around relationships with siblings, friends, lack of appropriate friends.

None: No issues; achieving outcomes without support

h. Self Care Skills & Independence -

High: Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion. Early onset of sexual activity (13-14); sexually active young person (15+) with some risk taking behaviours e.g. inconsistent use of contraception. Not acting in an age appropriate way. Low-level alcohol/ substance misuse (current or historical). Some evidence of risky use of technology leading to E-safety concerns.

Medium: Regular support needed to develop independence skills & confidence. Lack of hygiene & poor appearance, low self-esteem, inappropriate behaviour around understanding boundaries or reluctance to leave family starting to happen more regularly & having impact on outcomes.

Low: Some minor problems around independence skills & confidence/understanding rules & boundaries needing occasional support.

None: No issues; achieving outcomes without support

LEARNING

i. Understanding, Reasoning & Problem Solving -

High: Child/young person not taking part in any interactions to explore & understand the world about them. Very low demonstration of skill & interests, imagination and creativity. Has difficulties with numeracy and handling money.

Medium: Child/young person showing low interest & ability to explore & understand the world about them. Low demonstration of interests, imagination, creativity, use of numbers & symbols etc. Needs regular support.

Low: Could show more positive interest in exploring the world around them/imaginative & creative play/playing & interacting with others.

None: No issues; achieving outcomes without support

j. Participation Education & Employment -

High: Occasional truanting, non-attendance or punctuality issues, attendance at school below 85%. Not educated at school (or at home by Parents/Carers). Few or no qualifications leading to NEET (not in education, employment or training) Lack of age appropriate stimulation and opportunities to learn. Not attending nursery/playgroup even though a place provided.

Medium: Moderate non-attendance, problems due to previous poor attendance, needs regular support. Comes into school but high percentage of time is not in lessons or doesn't engage at all in most lessons.

Low: Occasional temporary non-attendance, some effect from previous non-attendance. Would benefit by better access to educational resources/access to adult support.

None: No issues; achieving outcomes without support

k. Progress & Achievement In Learning -

High: Child/young person not engaging with lessons due to critical problems with progress, achievement or lack of necessary support. Parent/carers not supporting learning. No stimulus at home for pre-school children. Significant problems with carrying out tasks, working with others/literacy & numeracy/previous disruption to education resulting in problems with learning & attainment. Insufficient adjustments being made for disabled child/young person to support their access to learning & school life. Parent/carers not accessing support for pre-school or providing stimulus

Medium: Moderate problems with carrying out tasks, working with others, literacy & numeracy, progress compared with past performance, previous disruption to education resulting in problems with learning & attainment. Needs regular support.

Low: Could participate more with activities, some need to catch up due to previous disruption to education, minor temporary problems with progress, ability to learn achievement levels.

None: No issues; achieving outcomes without support-

I. Aspirations -

High: No aspirations. No goals for the future Total lack of motivation. Child/young person can see no way of progressing or planning for improvement. Unrealistic expectations about the future. Lack of belief in self. Parent/carers do not challenge this lack of aspiration.

Medium: Negative view of progress, gives up very easily, lacking confidence. Low in motivation. Needs regular support. Parent/carers not supporting homework.

Low: Some lack of motivation. Could have more self-confidence.

None: No issues; achieving outcomes without support

2.PARENTS & CARERS

a. Parental Ability To Give Basic Care, Ensuring Safety & Protection -

High: Requiring support to provide consistent care e.g. safe appropriate childcare arrangements. Unsafe and lack of hygienic home conditions. Inadequate diet. Poor engagement with universal services likely to impact on child/young person's health or development. Parental health/mental health/ disability that may impact on the health or development of the child/young person unless appropriate support provided. Parental substance misuse that may impact on the health or development of the child/young person unless appropriate support provided. Parent/carers have had additional support to care for previous child/young person. Poor supervision and attention to safety issues.

Medium: Moderate concerns with hazards in the home, some non-engagement with universal services. Lack of appropriate clothing, lack of hygiene, safety, food, safety & warmth. Child/young person needs regular support due to some of these issues.

Low: Some temporary lack of engagement with universal services. Some minor hazards in the home that are being addressed.

None: No issues; achieving outcomes without support

b. Parental Emotional Warmth & Stability -

High: Lack of response to concerns raised about child/young person. Require support for consistent parenting regarding praise and discipline, where the child's development not yet being impaired.

Medium: Moderate concerns over attachment, demonstration of warmth & encouragement. Child/young person needing regular support.

Low: Have had some frequent moves in the past, could be in closer contact with the child/young persons significant others.

None: No issues; achieving outcomes without support

c. Parental Guidance, Boundaries & Stimulation -

High: Requiring support for consistent parenting in respect to routine and boundary setting. Parent/carer has age inappropriate expectations that child/young person should be self-reliant. Lack of appropriate parental guidance and boundaries for child/young person's stage of development maturity.
Lack of response to concerns raised about child/young person.

Medium: Moderate issues around boundary setting or modelling appropriate behaviour & control of emotions. Lack of safe encouragement of independence & self-confidence affecting other areas of life. Needs regular support.

Low: Some minor issues around consistent boundaries & rules/could be greater stimulation of learning or encouragement of independence/some over protection.

None: No issues; achieving outcomes without support

3. FAMILY & ENVIRONMENTAL

a. Family History, Functioning & Well Being -

High: Parents/carers have relationship difficulties, which may affect the child. Parents/carers request advice to manage their child's behaviour. Children affected by difficult family relationships. Child/young person is a teenage parent. Child/young person is a young carer. Low level concerns about domestic abuse. Parent/carer was a Looked After Child (LAC) Large family with several young children under five. Impact of problems experienced by other family members, such as physical illness, mental health problems, bereavement or loss.

Medium: Moderately chaotic household, lack of support & interest shown in child/young person. In need of regular support.

Low: Some minor issues. Family routines are intermittently a little disorganised, temporary issues due to a bereavement, family illness or change in family members.

None: No issues; achieving outcomes without support

b. Wider Family -

High: Family isolated – just moved to the area, no relatives or friends close by. No adequate support networks. A family member who needs to be cared for. Parent/carers work long hours leaving children alone. Regular changes in partnerships of Parent/carers. Family struggling & isolated from adequate support networks to a more significant degree resulting in further negative impact on child/young person. Support offered to child/young person so far has not helped.

Medium: Family struggling & isolated from adequate support networks resulting in negative impact on child /young person. Needs regular support.

Low: Family would benefit from more links with formal/informal wider family support/local friendship networks.

None: No issues; achieving outcomes without support

c. Housing, Employment & Financial Considerations -

High: Overcrowding (as per local housing guidelines) that has a potential impact on child/young person's health or development. Families affected by low income /living with poverty affecting access to appropriate services to meet child/young person's additional needs. Low income plus adverse additional factors which affect the child/young person's development. Housing is in poor state of repair or severely overcrowded

Family unable to gain employment due to significant lack of basic skills or long-term difficulties.

Medium: Financial stress &/or inappropriate use of income within family having effect on school attendance/attainment.

Low: Slight overcrowding/some financial problems/work patterns in the household not ideal.

None: No issues; achieving outcomes without support

d. Social & Community Elements & Resources, Including Education -

High: Insufficient facilities to meet needs e.g. advice/support needed to access services for disabled child where parent is coping otherwise. Family require advice regarding social exclusion e.g. hate crimes, harassment and disputes in the community. Child/young person associating with peers who are involved in anti social or criminal behaviour. Limited access to contraceptive and sexual health advice, information and services. Family demonstrating low level anti social behaviour towards others.. Parents/carers are socially excluded, have no access to local facilities and require support services.

Medium: Some moderate issues relating to neighbours/neighbourhood/resources, which are starting to have a more significant effect.

Low: Some minor issues with neighbours/negative characteristics in the neighbourhood, access to services.

None: No issues; achieving outcomes without support

Medway CAF Process – Checklist for Assessors and Lead Professionals

This checklist is to help you work through the CAF process step by step. The CAF process is for use when you become aware that a child or young person (from 0-18 years, 19 years if Connexions are working with them, or up to 24 years if they have a learning difficulty or disability) has additional needs and might need help to achieve their Every Child Matters outcomes:-

- 1 Be safe 4 Make a positive contribution
2 Be healthy 5 Enjoy economic well-being
3 Enjoy and achieve

This checklist can be used for work with an individual child (Medway CAF form) or siblings in the same household (Medway Sibling CAF forms up to 5, or up to 10 children)

All documents referred to in this checklist are available on the Medway Children's Trust website - www.medwaychildrenstrust.co.uk/working-together/common-assessment-framework/downloads/ (CAF Key Resources for Practitioners)

At any stage you are welcome to ring the CAF Co-ordinator on 01634 334325, or email caf.co-ordinator@medway.gov.uk for advice and support.

1	Use the Pre-assessment checklist to decide whether a child/young person (or siblings in the same household) needs extra support (optional)	<input type="checkbox"/>
2	<p>Check with CAF Co-ordinator to see if there is already a CAF registered – 01634 334325</p> <p>If there is not a CAF on the register, provide details of child(ren)/young person's name(s), date(s) of birth, address and your name, job title and contact details (you will be given a unique CAF case number to write on the form – if you are completing a Sibling CAF form, each child/young person will have a unique CAF case number)</p> <p><i>(The child(ren)/young person's and your details will be included on the register to make sure that there is only ever one CAF open for an individual at a time)</i></p>	<input type="checkbox"/> <input type="checkbox"/>
3	Discuss your concerns with the child(ren)/young person/parents/carers and talk to them about the CAF process and explain how it might be able to help – use Medway CAF leaflets or the spoken translations on the Medway Children's Trust website	<input type="checkbox"/>
4	Explain that the CAF process is voluntary and gain their consent to proceed	<input type="checkbox"/>
5	If consent is not gained, inform CAF Co-ordinator so that the CAF register can be updated	<input type="checkbox"/>
6	<p>Meet to undertake the assessment (have a conversation) and fill in the CAF form or Sibling form</p> <ul style="list-style-type: none"> • with child(ren)/young person • with parents/carers <p>Record who was present during the assessment conversation on the form</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7	For each section of the assessment complete and record the level of need with the child/young person/parent/carer – none, low, medium, or high at this time (Start) – refer to Guidelines for scoring the distance travelled. Each child/young person on the Sibling forms will have individual Start scores	<input type="checkbox"/>
8	Identify with the child(ren)/young person/parents/carers any services that are required to provide support	<input type="checkbox"/>
9	Finalise the CAF form: <ul style="list-style-type: none"> a. Check the form to ensure that all relevant sections are complete to ensure that it is a good quality assessment (the CAF Practitioner Self-Assessment Checklist is recommended) b. Is the assessment clear, concise, free from all jargon and acronyms and understandable for all involved? c. Do the conclusions, solutions and actions reflect the rest of the assessment? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	Check the form with the child(ren)/young person/parents/carers to make sure that you have represented their views accurately	<input type="checkbox"/>
11	Explain consent and make sure that the consent section is signed, to enable the form to be shared with any identified services (including the CAF Co-ordinator) and if there are any services they do not want the information shared with make sure that these are specified clearly on the form	<input type="checkbox"/> <input type="checkbox"/>
12	Sign the form as Assessor	<input type="checkbox"/>
13	Give a copy of the form to the child(ren)/young person/parent/carer	<input type="checkbox"/>
14	File a copy of the completed CAF form securely for your use	<input type="checkbox"/>
15	If your service can provide everything that is needed for the child(ren)/young person take appropriate action and complete step 31 Once your service has completed the work with the child/young person identified during the CAF process, for each section of the assessment complete and record the level of need with the child/young person/parent/carer – none, low, medium, or high at this time (Close)	<input type="checkbox"/> <input type="checkbox"/>
16	If another service can provide for all the child/young person's needs make the appropriate referral and complete step 31	<input type="checkbox"/>
17	If other services are required to support the child(ren)/young person organise the first multi-agency CAF Team around the Child (TAC) meeting	<input type="checkbox"/>
18	Book a date and venue for the first CAF TAC meeting	<input type="checkbox"/>
19	Invite child(ren)/young person and parents/carers to the CAF TAC meeting	<input type="checkbox"/>



Common Assessment Framework (CAF) Multi-Agency Training – September to December 2011

Multi-agency training is available to anyone working (paid or voluntary) with children and young people in Medway:

- CAF Awareness
- CAF Training for practitioners - the process from the start to the finish

(To attend the CAF Training you will be required to have an awareness of CAF, you will be sent some pre reading material with the joining instructions)

- Managers Training
- (CAF Lead Professional Training – only available for participants who attended the one day CAF Assessor training from January 2010)
- Distance travelled scoring guidance– drop in sessions

CAF Awareness

To give an introduction to and raise awareness of CAF – at the end of the session participants will understand the basics of:

- the background to the introduction of the CAF process
- the scope and content the CAF form
- the CAF process in Medway
- where to get more information about CAF
- what other CAF training is available

Maximum 20 people each session

Sessions for teams at your own venue can be arranged by ringing Lisanne Tullett, Children's Workforce Trainer on 337218

Session	Venue	Dates	Times
CAF Awareness 90 minutes	Gun Wharf	Tuesday 20 September Friday 25 November	9.30am to 11am

CAF Training

A one-day session to equip participants with the knowledge and skills required undertake the CAF process from start to finish. At the end of the session participants will be aware of how to use the CAF process to contribute to supporting the needs of children and young people

- The elements of the Medway CAF form
- The issues of information sharing, multi-agency working and common language as they apply to CAF
- The role and responsibilities of the CAF Lead Professional
- The knowledge and skills required
- How to share the contents of a CAF form appropriately
- The role and scope of the multi-agency team around the child CAF meetings
- How to chair an effective multi-agency CAF TAC meeting, keeping the child or young person at the centre
- The support available for Lead Professionals

As a pre requisite to the CAF Training attendees must already have knowledge of:

- Awareness of the Common Assessment Framework process in Medway
- How to get support with the CAF process
- How to get information about other local agencies and services

This will be provided as pre reading material and will form part of the joining instructions that are sent to you.

Participants' managers will need to confirm that each participant has an Enhanced CRB check. Maximum 12 people each session.

Session	Venue	Dates	Time
CAF Training	Redvers Centre	Friday 16 September Wed 28 September Monday 10 October Monday 31 October Wed 9 November Monday 21 November Friday 9 December	9:15am– 4.45pm

Managers Training

A short session designed to highlight the importance of the manager's role in the CAF process. By the end of the session participants will understand;

- The processes involved when undertaking a CAF
- The benefits of the CAF for Children / Young People and their families
- The Quality Assurance Framework
- Why supervision is a key part of the CAF process

Managers training	Gun Wharf	Monday 25 July	2-4pm
		Monday 19 September	10-12noon
		Thursday 17 November	10-12noon

Lead Professional Training (only available for participants who attended the one day CAF Assessor training from January 2010)

A one-day session to enable participants to become effective Lead Professionals – at the end of the session participants will understand:

- The role and responsibilities of the CAF Lead Professional
- The knowledge and skills required
- How to share the contents of a CAF form appropriately
- The role and scope of the multi-agency team around the child CAF meetings
- How to chair an effective multi-agency CAF TAC meeting, keeping the child or young person at the centre
- The support available for Lead Professionals

Participants' managers will need to confirm that each participant has an Enhanced CRB check. Maximum 12 people each session.

Session	Venue	Dates	Time
CAF Lead Professional One day	Redvers Centre	Monday 12 September Monday 3 October	9.15am – 4.30pm

Distance travelled scoring guidance – drop in sessions – (no application form required).

Session	Venue	Dates	Times
Distance Travelled 90 minutes	Gun Wharf	Tuesday 12 July, Wednesday 14 September Friday 14 October	10.00am to 12.00 noon

Places for each session must be booked with the CAF Team on an application form – you are welcome to ring 334325, 334324 or 337218 and reserve a place which will be confirmed when your form is received.