



## Early Help Assessment and Plan for Children, Young People and their Families

The Early Help Assessment and Plan is the common process for supporting children, young people and families with additional needs through early identification of difficulties, swift intervention and a planned, coordinated response. Early Help is a voluntary process, and agreement from the family is the key to achieving successful outcomes.

The purpose of this assessment is to work together to create an Early Help Plan for you and your family. We want to get to know your family, and really understand the challenges you are facing. This will help us to work with you to find effective solutions. Building on your family's strengths, we will agree an action plan with you, to meet your needs, which may involve other agencies.

Here is what to expect from the Early Help process:

**Assessment** – discuss with a professional what is going well for you as a family, as well as the challenges you are facing, and complete the Early Help Assessment together.

**Plan** – agree goals and actions from the assessment at an initial Team around the Family.

**Do** – work with your Team Around the Family to make progress on the actions you identify together.

**Review** – work with your Team around the Family to review how things are going for your family, and identify what further support you need moving forward.

### Consent

The Lead Professional would like to share with and/or gather information from other service areas both internal and external.

Are there any services that you do not wish to be contacted:

I understand and agree to sharing of information:

Signed (Young Person/Parent/Carer) YP: Soneeya Magar Mum: Alina Magar \_\_\_\_\_

Date: 24/05/2022 \_\_\_\_\_

Signed (Worker) Sarah Hayes \_\_\_\_\_

Date: 24/05/2022 \_\_\_\_\_

## Early Help Assessment and Plan for Children, Young People and their Families

<b>My Details</b>			
Please provide full details of the child/young person			
First Name	Soneeya	Family Name	Magar
		D.O.B/E.D.D	28/09/2006
Gender	Female	Ethnicity	Any other Asian background
Address	19 Brampton Road Swindon Wilts	Contact number/s	07987654321
Post Code	SN12 3FG	Early Years Setting or education provider (School/College)	Swindon Secondary School
Child/young person's first language	Nepali	Does the Child/Young person have Special Educational Needs?	No
<b>Siblings Details</b>			
Please provide full details of all the children/young people in the family unit			
First Name		Family Name	
		D.O.B/E.D.D	
Gender	Choose an item.	Ethnicity	Choose an item.
Address		Contact number/s	
Post Code		Early Years Setting or education provider ( School/College)	
Child/young person's first language		Does the Child/Young person have Special Educational Needs?	Choose an item.
Use the 'plus' button to add additional siblings →			
First Name		Family Name	
		D.O.B/E.D.D	
Gender	Choose an item.	Ethnicity	Choose an item.
Address		Contact number/s	
Post Code		Early Years Setting or education provider ( School/College)	
Child/young person's first language		Does the Child/Young person have Special Educational Needs?	Choose an item.
Use the 'plus' button to add additional siblings →			
First Name		Family Name	
		D.O.B/E.D.D	

## Early Help Assessment and Plan for Children, Young People and their Families

Gender	Choose an item.	Ethnicity	Choose an item.
Address		Contact number/s	
Post Code		Early Years Setting or education provider ( School/College)	
Child/young person's first language		Does the Child/Young person have Special Educational Needs?	Choose an item.
Use the 'plus' button to add additional siblings →			
<b>My Parent/Carer(s) details</b>			
Name	Alina Magar	Name	Bibek Magar
Address	19 Brampton Road Swindon Wilts	Address	Lives in Nepal
Post Code	SN12 3FG	Post code	
Contact Number/s	07887665443	Contact Number/s	
Email		Email	
Relationship to child/young person	Mother	Relationship to child/young person	Father
Parent/Carer(s) first language	Nepali	Parent/Carer(s) first language	Nepali
Parental responsibility	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Parental responsibility	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
We know that some children and young people have unique family situations – please capture relevant information and include names and contact details of other significant adults	S and Mum live together, Dad and other close family lives in Nepal and there are some relatives on barracks in the British Army. Soneeya and Mum didn't want dad to be contacted as part of this assessment. Mum was offered the use of an interpreter, however she turned this down. Mum does speak English however Nepali is her first language.		

### Services Supporting Me and My Family

List services involved with your child or young person and family; their contribution should be included in this assessment

Name	Role & Agency	Contributed to Assessment	Contact Details
Sarah Hayes	Senior Youth Engagement Worker Swindon Borough Council	Yes	
Mr Jones	Pastoral Lead, Swindon Secondary School	Yes	



## Early Help Assessment and Plan for Children, Young People and their Families

		<i>Choose an item.</i>	
		<i>Choose an item.</i>	
<b>Identify reasons why professionals involved have not contributed to this assessment:</b>			

<b>Assessment Information</b>			
Name of person completing assessment: Sarah Hayes		Contact Number:	
Role or position: Senior Youth Engagement Worker		Date assessment started: 24/05/2022	
Agency or organisation:		Date assessment record completed: 21/06/2022	
<b>What is the reason for the assessment?</b> <i>Please select all areas that might require support</i>			
Relationship difficulties at home/parental conflict	<input type="checkbox"/>	Domestic abuse	<input type="checkbox"/>
Relationship difficulties at school/community	<input checked="" type="checkbox"/>	Parenting	<input type="checkbox"/>
Behaviour: home/community	<input type="checkbox"/>	Risk Taking Behaviour	<input type="checkbox"/>
Harmful Sexual Behaviour	<input type="checkbox"/>	Child Exploitation	<input checked="" type="checkbox"/>
Behaviour: school	<input type="checkbox"/>	Teenage pregnancy	<input type="checkbox"/>
Attendance at educational setting (please record current attendance)	<input checked="" type="checkbox"/>	Housing/ financial issues	<input type="checkbox"/>
Exclusion from educational setting	<input type="checkbox"/>	Mental health (parent/carers)	<input type="checkbox"/>
Not in education, employment or training	<input type="checkbox"/>	Concerns regarding emotional wellbeing (child)	<input checked="" type="checkbox"/>
Child's development/ learning	<input type="checkbox"/>	Child disability	<input type="checkbox"/>
Drug/alcohol issues (child)	<input type="checkbox"/>	Parental disability	<input type="checkbox"/>
Drug/alcohol issues (parent/carers)	<input type="checkbox"/>	Low level/ emerging neglect	<input type="checkbox"/>
Offending behaviour (parent/ carer)	<input type="checkbox"/>	Offending behaviour (child)	<input type="checkbox"/>
Parent in Prison	<input type="checkbox"/>	Sibling in Prison	<input type="checkbox"/>
Young Carer	<input type="checkbox"/>	Missing episode(s)	<input type="checkbox"/>
Parent is a Carer	<input type="checkbox"/>		
Other: <input type="checkbox"/> If other, please describe:			

## Strengths and Needs

### 1. What are the worries or needs?

#### Child's or young person's view:

Soneeya says:

"I am worried about college, and my education right now (GCSE's)"

"I am very behind. I lose focus in lessons. There are a lot of people in school and sometimes I think I get social anxiety."

"Also maybe my mental health (disinterested, not motivated, I'm in my head a lot, I can feel low and I don't know why, every few days / weeks I feel low) and my anger and sleep is really difficult. I think I also have OCD. Being active makes me feel better, and having things to look forward to."

"I don't like it in Swindon as much as Croydon, mum maybe thinks I need to adapt but its not that easy - everything I was used to has changed and I'm not allowed to go to London to see my friends since December when my friend was reported missing for coming with me."

#### Family's view:

Mum Alina says that Soneeya's sleep is an issue due to lack of exercise and routine, mum believes she needs good routine and exercise.

Mum says that Soneeya has a poor diet and nutrition, "I advise her but she doesn't listen"

Mum says that Soneeya is very intelligent – she can work at a high level.

#### Professional's view:

Sarah – YEW -

Soneeya has very low attendance which is concerning, she says her attendance dropped after lockdown. She is also concerned about college and post 16.

There was a Statutory Assessment regarding risk of Child Sexual Exploitation (CSE) as Soneeya went to London with a friend and the friend was reported missing. When they were found in London they were in a party setting with some evidence of substances. Her friend was drinking, smoking and having sex with men which her friend denies. Soneeya does not feel that her or her friend were in fanger and that she was just visiting friends in Croydon. We are worried that she will continue to go back to London and put herself at risk. I would like to explore this with Soneeya further and ensure there is no risk of CSE.

I have some concerns regarding parental oversight – Soneeya is increasingly challenging boundaries and taking risks. She has mod changes and refuses to go to school – she says she is not happy there.

Soneeya can have a "mental breakdown" including getting very angry and throwing things this is mainly at home, triggers can be feelings of injustice, not being believed, when people assume she is naive and there are other emotional wellbeing concerns such as anxiety and OCD traits

Soneeya is Nepalese and recently moved from London, I am aware she feels she doesn't 'fit' here and finds it very different to Croydon and as a result currently has no sense of community / belonging.

I would like to do some keep safe work with Soneeya, support her with education and building friendships in Swindon

#### Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School

It is difficult to support Soneeya when she is not in school, we can get a mentor to help her catch up but she has to come into school to access that support.

Soneeya's attendance is currently 32% which is a legal matter, we have had to put in an enquiry to Swindon Borough Council as mum has a duty to get S into school. Firstly this is a fine, then this could go to a legal case discussion.

School can offer the following support:

Mentoring – someone Soneeya can meet 1-1 to discuss support / worries / referrals

Catch up sessions after school offered, check to see if Soneeya has all the learning apps required.

We are unable to offer a part time timetable as these are usually due to medical need

### 2. Who is affected and how?

*Consider child/young person, parents/carers, siblings, extended family*

Child's or young person's view:

Soneeya has said "I know that what I do affects mum and makes her upset but I miss my friends and wish we could go back to Croydon so that I can see them more"

"I am worried about my education and what will happen in the future."

Family's view:

Mum has said that she hoped Soneeya would settle well in Swindon and make new friends but this hasn't happened. Mum said she is feeling stressed and finds it difficult to sleep or relax because she is worrying about Soneeya all the time.

Mum said she doesn't want to share what is going on with dad as she doesn't want him to leave his job in Nepal and come over to England, she also doesn't want to move back to Nepal as she prefers living in the UK.

Professional's view:

Sarah – YEW –

When I have spoken to Soneeya and mum it is clear they are both very worried about Soneeya's future. This is showing in different ways for them both. Soneeya appears to be withdrawing more and mum is struggling to sleep and relax.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School

Mum often gets upset when we speak to her, its clear that all that is going on is affecting her greatly.

Soneeya doesn't communicate with school well but when we do see her its clear her self confidence and self esteem is low from how she presents – head down, hood up, not speaking to anyone.

### 3. Are there things happening at school, home or in the community, making this even harder to manage?

Child's or young person's view:

Soneeya says she "doesn't like school"

She has said that "certain teachers make off comments" and she sometimes feels picked on.

Soneeya feels that "School doesn't help" and that it can be punitive.

When Soneeya is at home she says that she feels very "tired and drained" and sometimes doesn't sleep, lacks energy and motivation

Family's view:

Mum says that Soneeya isn't sleeping or eating healthily which is why she is having problems.

Mum said when they lives in Croydon they were close to the shops and Soneeya used to help mum with the shopping, Soneeya doesn't want to help mum now they live in Swindon.

Professional's view:

Sarah – YEW -

To start with it was hard to engage with Soneeya as she was reluctant to speak to me, however as time has gone on Soneeya has started to respond to my messages and has come out with me in the car.

Mum is quite isolated in the community and hasn't made friends since moving from Croydon, in Croydon there was a large Nepalese community which mum and Soneeya was engaged with. This was helped by the fact that they lived in the community. Where they are living in Swindon is not near any of the Nepalese community organisations and mum doesn't drive.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School -

When Soneeya comes into school she is often very tired which makes it hard to engage with her, sometimes she will come into the hub and fall asleep in one of the bean bags.

There are a large amount of Nepalese students in school, Soneeya has not engaged with these young people, or any of her peers and spends a lot of her time alone.

#### **4. Are there any other factors to consider?**

*Consider health, wellbeing, historical information*

Child's or young person's view:

Soneeya said the following things:

"I am Struggling with History/ iMedia"

"I can't sleep"

"I feel like I have OCD, and struggle with negative / intrusive thoughts"

Family's view:

Mum said Soneeya showers 3 times a day sometimes, and has to close doors repeatedly. Mum said this is very upsetting for her.

Professional's view:

Sarah – YEW -

I have discussed the incident where Soneeya and her friend went to a party in London, she does not believe her or her friend were at risk but is willing to do some work with me regarding Child Sexual Exploitation Education/Prevention. The family are originally from Nepal, with dad and extended family still living there. Mum and Soneeya moved to the UK 10 years ago and are still adapting to the UK and this way of life. Each time they move they need to adapt further. Mum moved her and Soneeya from Croydon because she was worried about what Soneeya was doing and so that they could be closer to family members who live in Tidworth Army Base – mum's brother and his family.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School –

We do not have much information from Soneeya's previous educational placements so we don't know what her attendance was like prior to her moving to Swindon. We also don't know if she had any assessments or support in place.

#### **5. What are the strengths and positives and how do these help?**

*Consider wider family, friends, school, hobbies, personal skills and qualities, what do we like*

Child's or young person's view:

Soneeya has said: "If I try I could do it (school work/GCSE's)."

"I want to study psychology and maybe go into a career in the Prison Service."

Family's view:

Mum said "I know Soneeya can do well, she is very clever. I wish she would do her work and go to school".

"She did work at a high level".

Mum has said she is happy to work with any professionals, she wants to get the right help for Soneeya.

Professional's view:

Sarah – YEW -

Soneeya is now well engaged with YEW sessions, she is opening up and open to help. Soneeya is aspirational and has ideas for what she wants to do as a career.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School –



Mum always communicates with school, she calls if Soneeya wont be coming into school, she also lets us know when she has been trying to get Soneeya to school but Soneeya refuses. She has always attended all meetings and will ask us to explain something if she doesn't understand.

### 6. What support is already in place and how has this helped?

Child's or young person's view:

Soneeya said "I like working with Sarah, its nice to have someone to listen to me"

Family's view:

Mum says "Sarah is now working with me and Soneeya and that is very good".

Professional's view:

Sarah – YEW -

Now we have Soneeya engaged with YEW service we can understand how best to support her, and maybe refer her to mental health services if needed. We can support Post 16 and help Soneeya and Mum with the School meetings and relationship with school.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School –

We have support available in school but Soneeya needs to be in to access that.

We have held two attendance meetings which Soneeya was present for and we completed the YEW referral.

### 7. Are there any other good things happening we may have missed?

Child's or young person's view:

Soneeya has said that she is excited to go to Nepal to see her father and other extended family in July.

Family's view:

Mum thinks that it will do Soneeya good to see her dad and extended family in Nepal in July, she thinks will help give her some motivation back. Mum is going with Soneeya on this trip and mum is looking forward to seeing her family and getting their support. Mum and Soneeya will be in Nepal for 4 weeks.

Professional's view:

Sarah – YEW -

There will be a break in the work we are doing with Soneeya when she goes to Nepal but it will be good for her to see her dad, she regularly says she misses him.

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School –

Soneeya has spoken to me about how much she is looking forward to going back to Nepal in the holidays so she can see her father and extended family. We hope this will give her a boost in confidence and enable her to have a positive return to school in the new academic year.

### 8. Analysis of the current situation: what could happen if things do not change?

Child's or young person's view:

I am scared of falling way behind and the stress of GCSE. I'm scared it will be too late and it will be too much pressure and I want to do well. I think not doing anything will affect my mental health. I have had times where I have no motivation, no appetite and stay at home all the time.

Family's view:

## Early Help Assessment and Plan for Children, Young People and their Families

Mum has said she is worried that if Soneeya doesn't start to go to school she wont be able to take her exams and then she wont be able to get a job or go to University.

Professional's view:

Sarah – YEW -

I am concerned that if things do not change for Soneeya then she will not achieve what she has the potential to in School or Post 16.

If she does not access support for her anxiety, OCD and intrusive thoughts she will not feel as happy and motivated as she should/could.

If Soneeya continues to not settle in Swindon then she may be at risk of exploitation if has further missing episodes or if she doesn't understand the risks and warning signs around this

Educational Setting's view:

Mr Jones – Pastoral Lead Swindon Secondary School –

We are worried about Soneeya reaching her potential if she continues to miss her education and what that means for her future whether that be further education or employment.

### On a scale of 0-10 please capture family and professional views at point of assessment

*Child, young person, family and all professionals should score*

Person rating/Score	Complex issues or emerging crisis			Emerging issues or concerns			Recognising things are going well				
	0	1	2	3	4	5	6	7	8	9	10
<b>Young Person</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead Professional</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Early Help Assessment and Plan for Children, Young People and their Families

### Early Help Plan

Arranging an initial Team around the Family Meeting allows the family to meet with the professionals involved in supporting them, to produce a plan to help them achieve their goals.

Summarise all actions in this section. Please use a new line for each action and deadline. You can leave sections blank if you agree there are no actions needed. Deadlines and names can be updated after referrals if necessary.

Outcomes should be linked to the reason why the Plan was started.

Outcome	What needs to happen?	Responsible for?	By when?	Status	Outcome achieved
	Actions				
Family members have their developmental, physical and mental health needs met	Explore why Soneeya feels so exhausted.	Sarah YEW Soneeya Mum	18/07/2022	In progress	Choose an item.
	Work around Sleep Health and routines	Sarah YEW Soneeya Mum	18/07/2022	In progress	Choose an item.
	Work with Soneeya to start doing some physical activity and getting fresh air regularly	Sarah YEW Soneeya Mum	18/07/2022	In progress	Choose an item.
Children and young people are accessing their full entitlement to education	Support given to Soneeya around attendance concerns/problems/barriers	Sarah YEW Soneeya Mum School EWO	18/07/2022	In progress	Choose an item.
	Meeting with school to discuss issues around attendance >40%	Sarah YEW School EWO	18/07/2022	In progress	Choose an item.
	Post 16 planning and transition work	Sarah YEW Soneeya	18/07/2022	In progress	Choose an item.
Family members are safe from crime, exploitation and ASB	Education for mum and Soneeya to support with the prevention of exploitation and associated risks	Sarah YEW Soneeya Mum	18/07/2022	In progress	Choose an item.
				In progress	Choose an item.

## Early Help Assessment and Plan for Children, Young People and their Families

				Choose an item.	Choose an item.
Parents and carers feel well-supported, skilled and confident in their parenting				Choose an item.	Choose an item.
				Choose an item.	Choose an item.
				Choose an item.	Choose an item.
Family members are free from parental conflict, domestic abuse and violence				Choose an item.	Choose an item.
				Choose an item.	Choose an item.
Any other actions				Choose an item.	Choose an item.

**Who is the Lead Professional?** *Name, role, agency or organisation and contact details*

### Using your Personal Information

The information you provide will be held on our database to help deliver the service we provide. We share and or gather information from other organisations who may be involved in working with you and your family. Information on our secure database can only be accessed by SBC employees working within Children, Families and Community Health. Please note the only reason that information will be passed on without your consent is if there is a legal requirement to do so, or if there is a risk of serious harm or threat to life. Under the Data Protection Act you can see your own personal information. If you would like to know more about this, please ask for our leaflet, 'Access to your personal information' or contact the Data Protection Officer at Swindon Borough Council, Civic Offices, Euclid Street, Swindon SN1 2JH. Further information and a copy of our privacy notice is available at: [https://www.swindon.gov.uk/directory/46/privacy\\_notices/category/219](https://www.swindon.gov.uk/directory/46/privacy_notices/category/219)

If safeguarding concerns were to be identified, we would have a duty to complete a safeguarding referral to the Swindon Multi Agency Safeguarding Hub

### Child/young person's views: Does this assessment and plan capture your views?

I am happy with this.

Signed Soneeya Magar

Date 6/6/2022

### Family's views: Does this assessment and plan capture your views?

I am happy with this and I hope it helps Soneeya get the support she needs.

Signed Alina Magar

Date 6/6/2022

### Professional's views: Does this assessment and plan capture your views?

The assessment captures the families views and situation clearly and I hope that the plan can support with Soneeya moving forward in her educational journey.

Signed Sarah YEW

Date 06/06/2022

### Education's views: Does this assessment and plan capture your views?

I am happy with the content of this assessment.

Signed Mr Jones

Date 06/06/2022

**Proposed details for next meeting.** If not yet agreed, please explain why below:

Time: 10:00

Date: 18/07.2022

Location: Swindon Secondary School

**Child's Voice:**

*Upload/attach direct work undertaken to capture child's voice*

**List Assessment Tools used:**

*Upload/attach Genogram, Family Tree, Time- Line, SDQ's etc.*

**Additional Information**

*Please use this section to provide any supplementary information that you were not able to include in other areas of the assessment.*

**Useful Information**

*Use this space below to record ideas, phone numbers, websites or other useful information you discuss:*

**Concerns about significant harm to infant, child or young person**

If at any time during the course of this assessment you feel that an infant, child or young person has been harmed or abused or is at risk of harm or abuse, you must follow the South West Child Protection Procedures as set out at [www.swcpp.org.uk](http://www.swcpp.org.uk)

If you think the child or young person maybe a child in need (under section 17 of the Children Act 1989) then you should also consider referring the child/young person to children's social care. You should seek the agreement of the child and family before making such a referral.

Please also refer to Swindon Safeguarding Partnership Multi Agency Threshold Guidance

[Swindon Safeguarding Partnership](#)

It will help you identify a child/young person's degree of need and respond appropriately.

**Please ensure the Early Help Hub have a copy of all parts of the EHA and Plan**

**[EHHub@swindon.gov.uk](mailto:EHHub@swindon.gov.uk)**

**01793 466479**

**Please remember to use secure e-mail or WinZip and password protect**

**Please note; the Early Help Assessment is not a referral to access services. To access advice, support or targeted intervention via the Early Help Hub please submit an RF1 to MASH [swindonmash@swindon.gov.uk](mailto:swindonmash@swindon.gov.uk) ticking the Early Help box. Alternatively contact the Early Help Hub for a consultation 01793 466903 option 1**