

Children's and Young People Services

# FAMILY HELP: FAMILY ASSESSMENT OF NEED (FAN)

Lead Practitioner Toolkit



[www.rotherham.gov.uk](http://www.rotherham.gov.uk)

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# 1. Values and Principles

The following principles underpin and inform our work with children, young people, and families:

- Children, young people and families are at the heart of everything we do.
- Prevention and Early Help support is better than late intervention.
- Early Help is a shared responsibility, across the partnership, and is everyone's business.
- We will ensure that children and young people thrive in their families by receiving the right help, at the right time, and in an easy way, recognising the importance of relationship-based intervention.
- We are committed to promoting fairness; respect; equality; dignity; and supporting autonomy.
- We will listen to families, have purposeful conversations, and provide support to improve outcomes.
- We will work restoratively with children, young people, and families.
- Public, voluntary and community sector organisations are all part of the Early Help system and work together to meet the needs of children and their families.

## 2. Introduction

A Family Assessment of Need (FAN) is completed in partnership with a family to identify strengths and needs, helping practitioners to identify what a family would like to change and develop a support plan to help them to achieve this.

Working Together to Safeguard Children (2023) sets out the expectation that a Lead Practitioner can be any practitioner involved with or supporting the child or family.

One of the most valued aspects of FAN is that families only need to tell their story once, reducing the stress of repeated discussion and explanations. With consistent information sharing, each practitioner involved has access to the same background, allowing them to build on existing knowledge and provide continuity of care. This approach fosters a more trusting relationship between families and practitioners and enhances the effectiveness of the support provided.

The FAN takes a comprehensive, whole-family approach, aiming to understand each family member's needs and their roles within the family dynamics. By viewing the family as a unit, Lead Practitioners can gain insight into underlying factors that may contribute to challenges and presenting needs which contributes to a more effective family plan.

This approach allows for tailored interventions that consider the well-being of all family members, ensuring that support benefits everyone and promotes positive, lasting change within the family structure.

It's normal for families to face challenges, and seeking support should be seen as a proactive step. Identifying and addressing worries early prevents problems from becoming more severe and requiring intensive intervention.

Working with the family in a non-judgement and non-stigmatising way will help to reduce barriers to accessing help and support when it is needed.

The values reflected by 'the Rotherham Charter and the Four Cornerstones of Co-production' advocating co-creation and genuine partnerships between parent carers, children, young people, and practitioners, are a good guide to use within FAN. They are:

- Welcome and care.
- Value and include.
- Communicate.
- Work in partnership.

Practitioners can learn more about the Four Cornerstones at [Genuine Partnerships](#) and [RPCF Rotherham Parent Carers Forum](#).

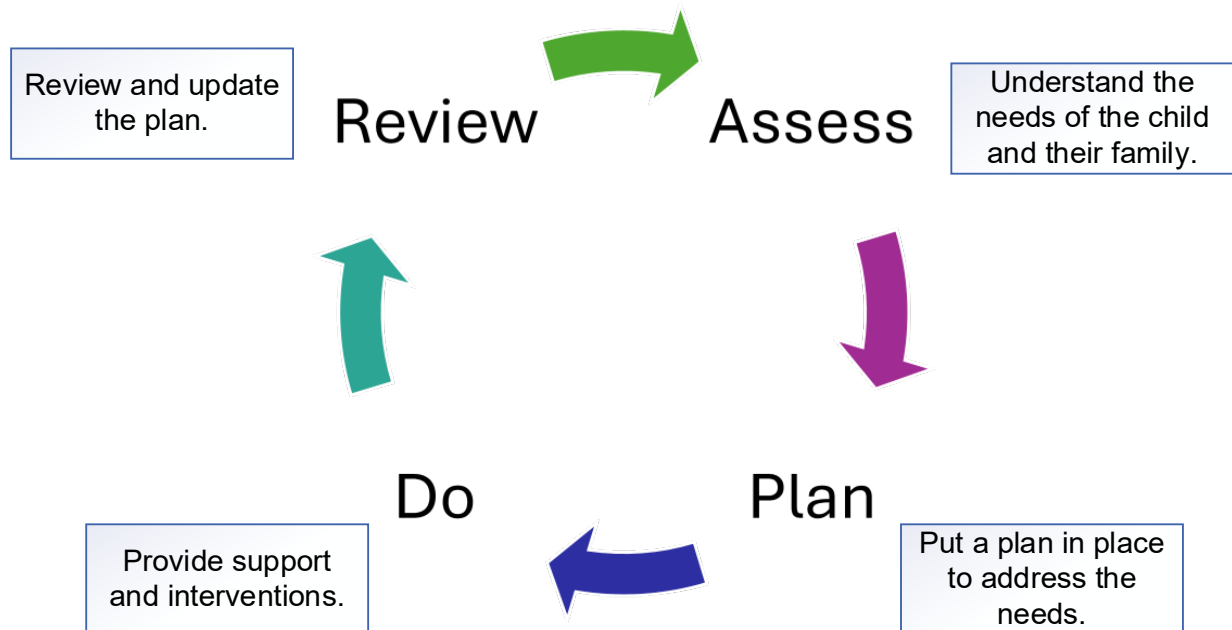
### 3. Benefits of a Family Assessment of Need (FAN)

It is important that practitioners understand and are able to articulate the benefits of having a FAN so they can support families in engaging with the process where there is an identified need. These include:

- The family won't have to keep telling their story to lots of different practitioners, they will have one assessment and one plan for the whole family, which is co-ordinated by the Lead Practitioner.
- The assessment helps us understand what families need support with and what the plan is to address these issues.
- The FAN is strength based, helping us to understand what families do well and build on existing strengths.
- All agencies working with the family will be able to contribute to the assessment and plan, preventing duplication or confusion.
- Information is shared between agencies to help keep children safe.
- It ensures that children are supported within the context of the whole family and not in isolation.
- The Lead Practitioner can be someone the family has a relationship with, so they don't have to tell their story to someone new.
- It ensures a partnership approach to support with children and family's part of the process.
- It makes sure that families get the right support, at the right time and in an easy way.
- As the FAN is recorded centrally this helps other agencies be aware of what support is in place for a family and who the Lead Practitioner is.
- Plans are reviewed to make sure that they are working and change them if they are not.
- When we have increasing concerns for children, we can be clear about what support has been put in place previously. This helps us to exhaust all offers of help and support before stepping up into statutory services.
- The tool is used by all agencies working with children and families in Rotherham, meaning information on the FAN can be updated as they move through stages of support, rather than having to 'start again' each time.

## 4. The Process

The process for a Family Assessment of Need (FAN) is detailed below:



## 5. Lead Practitioner

A Lead Practitioner is someone who will complete the FAN with the child, family and network and co-ordinates the actions in the support plan. This is an integral part of the broader Family Help offer, providing a structured framework within a wider network of support.

Decisions about who the Lead Practitioner will be are taken on a family-by-family basis, taking into account the wishes of the child and their family, as well as considering who has the appropriate relationship with the child and family therefore best placed to co-ordinate support. Often there is someone already working closely with the child and family who understands them well, can complete the FAN, reducing the need to introduce a new Lead Practitioner, and most importantly reducing the need for the family to retell their story.

Where a practitioner identifies that there is a family in need of support, they will initiate the FAN themselves, taking on the role of Lead Practitioner.

When a family is screened by the Multi-Agency Safeguarding Hub (MASH), through discussion with those who know the family, the screening will identify the most appropriate Lead Practitioner. There will be discussion with the family about who this should be as well as a discussion with the proposed Lead Practitioner, before MASH make a final decision, to ensure that the right support is in place from the start.

If there is a disagreement about who the Lead Practitioner should be then discussions will take place to find a resolution which is in the interests of the child and family. In circumstances where a resolution cannot be found, the partnership escalation process should be initiated, firstly raising this with a MASH Manager, then escalating to the MASH Service Manager if the matter remains unresolved, and then to the Head of Service thereafter.

A Lead Practitioner will be responsible for:

- **Co-ordinating Services:** Acting as the main point of contact for the family and connecting them with various support services, including health, education, social care, and voluntary and community sector services.
- **Building Trust:** Developing a supportive and trusting relationship with the family to encourage their engagement and ensure that services are responsive to their unique needs.
- **Monitoring Progress:** Tracking the outcomes of the support plan to ensure that it achieves the intended objectives, such as improving the child's well-being and safety.
- **Liaising with all practitioners:** to provide a consistent, cohesive support network.
- **Reviewing and updating the family plan:** Regularly reviewing the support plan and making necessary adjustments to ensure it continues to meet the needs of the children and family.

The Lead Practitioner role aims to reduce the duplication of efforts, simplify communication, and ensure that families feel supported, ultimately improving outcomes for the child and their family.

If there is already a Lead Practitioner working with a family (including a Social Worker, an Early Help Family Support Worker, or another Lead Practitioner) then another assessment is not needed.

Check with an Integrated Working Lead (IWL):

To check if there is a Lead Practitioner already supporting the family you can check with an Integrated Working Lead (IWL).

Rebecca Green 07810655732 [rebecca-cyps.green@rotherham.gov.uk](mailto:rebecca-cyps.green@rotherham.gov.uk)

Maltby and Specialist Schools

- Operational Lead for Boroughwide Children with Disabilities Team, Bluebell Wood and ROADS

Amanda Millington 0778 670 3601 [amanda.millington@rotherham.gov.uk](mailto:amanda.millington@rotherham.gov.uk)

Dalton, Thrybergh, Rawmarsh, Swinton and Wath

- Operational Lead for Women's Refuge, Hopian, and Aspire Rawmarsh.

Samantha Blyth 0776 991 2112 [samantha.blyth@rotherham.gov.uk](mailto:samantha.blyth@rotherham.gov.uk)

Aston, Brinsworth, Kiveton, Wales, and South Anston

- Operational Lead for Boroughwide Early Years Settings and Aspire Catcliffe

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Oakwood, Clifton, Town Centre, Winterhill and Wingfield

- Operational Lead for YWCA/Fleming Gardens, Aspire Hutton Park and REMA.

Trudie Slack 07717 451032 [trudie.slack@rotherham.gov.uk](mailto:trudie.slack@rotherham.gov.uk)

Dinnington, Wickersley, Woodsetts, Laughton and North Anston.

- Operational Lead for Boroughwide 0-19 Integrated Public Health and Rush House

Check via MASH:

Telephone 01709 336080 or email [MASHContacts@rotherham.gov.uk](mailto:MASHContacts@rotherham.gov.uk)

## 6. Support for Lead Practitioners

Rotherham Early Help Service has a team of Integrated Working Leads (IWLs) whose role it is to offer practical support to agencies completing the FAN.

Integrated Working Leads provide the following support to Lead Practitioners:

- Support to identify children and families who would benefit from FAN.
- Supporting agencies who have been asked to complete a FAN, or who have identified that a FAN is needed.
- Support and guidance in completing the FAN and being a Lead Practitioner.
- Support the Lead Practitioner in co-ordinating the Team Around the Family (TAF).
- Provide information and advice about services that could be part of the support plan.
- Reflective discussions to help drive change and consider thresholds.
- Support to broker, and where required challenge, service provision.
- Training for agencies around whole family working.

Multi-agency FAN training is available for organisations across Rotherham via the Rotherham Safeguarding Children Partnership. Partners can book on this training at [www.rscp.org.uk](http://www.rscp.org.uk).

IWLs host Practice Development Forums three times a year. These forums focus on areas of practice identified by Lead Practitioners, offering opportunities to enhance skills, share learning, and improve outcomes collaboratively.

FAN's are reviewed for quality assurance, to both support professionals and families. Five assessments are selected each month for detailed audits. These audits are undertaken by an IWL from a different area of the borough to ensure objectivity.

The audit process follows the framework outlined in the toolkit and examines several key areas, including:

- **Consent and Restorative Practice:** Evaluating how consent is obtained and how restorative approaches are embedded in the assessment.
- **Quality of Assessment and Planning:** Ensuring assessments are comprehensive, strengths-based, and include actionable, family-focused plans.
- **Direct Work with Children and Families:** Assessing the quality and impact of engagement and interactions with children and their families.
- **Family Networks:** Exploring the involvement and utilisation of the family's wider support network in the planning and intervention process to help embed long term outcomes for children and families.
- **TAF and Plan Reviews:** Reviewing Team Around the Family (TAF) meetings and associated plans ensures that the support provided is cohesive, effective, and aligned with the needs of the family and children as identified within the assessment or evolution of planning.
- **IWL Grip/Guidance:** Reviewing how advice and guidance from IWLs is given, documented, and integrated into the assessment process.

Auditing assessments not only ensures they meet the highest standards but also significantly contributes to achieving meaningful outcomes for children and families. Additionally, it serves as an ongoing opportunity for professional learning and development, fostering continuous improvement in practice.

Learning from audits will be shared with Lead Practitioners via Practice Development Forums and reported into the Practice Performance and Learning Delivery Group of the Rotherham Safeguarding Children's Partnership.

## 7. Consent

Consent is a key part of completing an FAN as it ensures the family understands and agrees to the support offered, respects their right to make decisions, and promotes a collaborative approach.

Where an outcome for a FAN is made by MASH, they will have already gained the consent of the family to undertake the FAN. If a practitioner identifies that a family would benefit from support via a FAN then they should speak to the family to gain their consent.

If the family is resistant to having an FAN, persistence and reassurance in a sensitive way is key. It is important to reassure that the assessment is a way of understanding what is working well, what the family and practitioners are worried about and what is needed to help things improve. We know that families can initially be resistant but with reassurance go on to positively engage.

Families have the right to withdraw consent at any time. If they choose to do so, the Lead Practitioner should respect their decision and discuss what might happen next, such as limits in support or accessing certain services. Efforts should be made to understand and address any barriers to engaging.

## 8. Having difficult conversations

Having a difficult conversation can be supported with good preparation, empathy, and communication skills to ensure a productive outcome.

Practitioners across a range of services are used to having difficult conversations as part of their work, however there are some things which can help:

### Prepare Ahead of Time

- **Define the Purpose:** Clarify what you hope to achieve. Identify the core worries and any specific changes or outcomes you want to discuss.
- **Gather Information:** Understand the context and any facts or evidence needed to support your discussion with the family.
- **Anticipate Possible Reactions:** Consider how the other person might respond and think through how you might manage the situation.

### Set the Right Tone

- **Choose an Appropriate Time and Place:** A private, neutral setting is ideal.
- **Use Open Body Language:** Keep your body language open and approachable, which helps the other person feel respected, less defensive, and more likely to be willing to engage.
- **Stay Calm and Polite:** Begin by expressing appreciation for their time and presence as this respect can set the stage for a constructive meeting/conversation.

### Open the Conversation

- **State the Purpose Clearly and Directly:** Without diving into emotions, clearly explain why you wanted to meet. Use “I” statements (e.g., “I feel...,” “I noticed...”) to own your observations and reduce defensiveness.
- **Acknowledge the Worries:** Be clear about the challenge but avoid placing blame. Instead of “You didn’t...,” try “I’m worried that...”

### Listen Actively and Empathetically

- **Allow Them to Respond:** Give the other person the opportunity to share their perspective without interruption.
- **Show Empathy:** Acknowledge their feelings and viewpoints, even if you don’t agree. Phrases like, “I understand this might be difficult” can help build rapport.
- **Summarise and Reflect:** Repeat what you’ve heard to confirm understanding, using phrases like, “So, what I’m hearing is...”

### Tips to Keep in Mind

- **Stay Objective:** Stick to facts and avoid letting emotions take over.
- **Focus on Behaviour, Not Personality:** Address actions and behaviours, not the individual’s character.
- **Be Open to Feedback:** Be willing to hear and respond to feedback about your approach or your role in the situation.

This approach helps maintain a respectful dialogue, promoting mutual understanding and a shared path forward.

## 9. What does a Good Assessment look like?

Good quality assessments help us understand the lives of children and families and ensure that we can put in place good support to help them with things they are finding difficult.

A good assessment should include the following elements:

**A clear purpose:** including why the assessment is being undertaken, what is happening for the family which has led to the assessment, the impact on the family and the aims of how this will support the family moving forwards.

**Consent:** The family should understand what the FAN is, why it is being completed, and agree to being part of the process. Who has consented to the FAN should be clear within the assessment.

**Completed in a timely way:** It is important that families get the right help at the right time, when problems first emerge. Completing the FAN within 45 working days helps to ensure that this happens and helps to achieve the best outcome for the child(ren) and family.

**Informative:** The FAN should be thorough, gathering information about all members of the family. Families should not have to keep repeating their story, and the FAN helps to make sure this doesn't happen. The FAN should also include both narrative and measurable data (where appropriate), for example a child's attendance figure.

**Strength-based:** Families have lots of strengths and even where families are finding some things difficult, there will be lots they are doing well. The FAN should be an empowering, and supportive assessment process. It encourages families to actively engage in shaping their plan and builds a foundation of trust and respect. The FAN should highlight individual or familial strengths and assets alongside areas of need or risk.

**Appropriate Language:** The FAN should be written with a positive and constructive tone. Using positive language in assessments builds trust, encourages family engagement, and focuses on strengths, all of which contribute to a more effective support plan.

The FAN should include when appropriate neuro-affirming language, be non-judgemental, and remain factual. It should not include jargon or language that is unfamiliar to the family.

**Involves the family:** The family should be central in completing the FAN. They should be supported to fully participate in its completion so that it captures and fully incorporates the perspectives of the individuals and family members, who should feel heard and involved in the process.

**Involves other practitioners:** The FAN should include contributions from other practitioners or agencies working with the family. Navigating lots of different services

can be confusing, and by involving all the other agencies working with the family we can make sure that there is a co-ordinated plan of support.

Other practitioners working with the family can be given a copy of the FAN and support plan with consent from the family.

**Considers the family network:** Most families have a network of friends, family, or the wider community, who can provide much needed help when things are difficult. They can be a source of practical support that can help the family address their needs and sustain changes without agency involvement.

A good FAN will consider who is in the family network, and how they can support the child(ren) and family with the things they need help with. A good assessment should explore additional potential sources of support within their network, such as extended family, friends, or community organisations.

**Accessible:** Families should be able to engage with the FAN process and access support to meet their needs. This may mean making practical adjustments to support an individual or family to engage, such as translating into another language or read to someone that experiences difficulties with reading and writing.

**The Plan:** A good FAN will lead to a clear plan which helps the family to address needs which have been identified. The plan should explain what the next steps are and who is going to do what. The plan should be developed with the family to make sure that it works for them. The plan will be reviewed to make sure it is meeting the needs of the child(ren) and family.

More information about what makes a good assessment can be found on the NSPCC learning site [What makes a good assessment? | Practice points | NSPCC Learning](#)

## 10. Direct work with children

Direct work with children is a foundation of effective practice in safeguarding, education, and child welfare. It involves building trusting relationships, engaging directly with children to understand their lived experiences, and using creative methods to ensure their voices are heard and validated. This enables Lead Practitioners to gain insight into a child's thoughts, feelings, and experiences. This understanding is critical for assessing needs and planning appropriate interventions.

By identifying a child's vulnerabilities early and understanding the context, practitioners can implement preventative strategies that reduce the likelihood of harm or neglect therefore direct work with children should be completed by who has the best relationship with the children. It is important to actively involve children in discussions about their lives, it reassures children that their opinions matter, helping to build their confidence and resilience. Direct work ensures that services and support is tailored to the unique needs and preferences of each child. Supporting resources can be provided by IWL's for direct work.

The FAN has a section for the children's story, it can be written from the child view, from what the child may say or like to say if they are not able to participate verbally into the assessment. Additional resources used can be referenced and attached to the FAN as an annex or additional document, these should be revisited regularly throughout the lifespan of support for the child and family.

Rotherham's approach to direct work with children aligns with principles outlined in frameworks such as Working Together to Safeguard Children (2023) and the United Nations Convention on the Rights of the Child (UNCRC).

## 11. Team Around the Family (TAF)

The Lead Practitioner leads TAF meetings at regular periods, typically every 4 to 8 weeks. These meetings create a shared space for reflection and planning where everyone involved can:

- **Celebrate progress** made by the family and practitioners, revisiting strengths and identifying positive changes.
- **Review and adapt the family plan**, ensuring it reflects evolving needs and goals while addressing any challenges or gaps in support.
- **Centre the voices of children and families**, ensuring they are active participants in the process. Children and young people are encouraged to attend where appropriate, or their views are represented meaningfully.

TAF members are flexible as the family's needs evolve. Discussions and decisions during TAF meetings are recorded, and the family plan is reviewed collaboratively to maintain clarity and accountability.

Support is available through dedicated IWL's for Lead Practitioners who encounter complexities or require additional guidance during TAF processes. This ensures families receive the best possible support in a way that is timely, encourages empowerment and long-term resilience.

This restorative approach and shared responsibility, helps families build on their strengths while addressing their challenges in a sustainable and empowering manner.

## 12. Sharing the Assessment

Sharing the FAN with families is crucial for trust, collaboration, and empowerment. It ensures that families fully understand the process, what has been identified, and the support being offered. It builds trust by demonstrating openness, showing that practitioners are working *with* the family, not making decisions *about* them in isolation.

Involving families in reviewing the assessment gives them a sense of ownership over the identified needs and action plans. When families see their views and strengths included, they are more likely to engage in the support process.

Families can provide feedback or correct inaccuracies in the assessment, ensuring the information reflects their actual experiences and needs. Sharing the document gives them an opportunity to ensure their voices are fully represented. It sets the foundation for working collaboratively, with families being equal partners in identifying goals and solutions.

This reduces confusion and ensures everyone is accountable for their responsibilities meaning that families are better equipped to make informed decisions about their involvement when they have access to all relevant information. It reinforces ethical practice by ensuring that families are not only informed but also engaged at every step.

Sharing the FAN reflects best practices that prioritise dignity, collaboration, and shared responsibility, helping families move toward sustainable and meaningful change.

## 13. Thresholds

Rotherham Safeguarding Children Partnership (RSPC) Multi-agency Threshold Guidance and Descriptors help ensure practitioners are providing the right services at the right time for children and their families [www.rscp.org.uk](http://www.rscp.org.uk).

The Guidance and Descriptors set out a framework of needs and vulnerabilities that seek to place the circumstances of individual children on a continuum – from Universal to Acute – that can be used to assist in understanding situations that may be highly complex.



multiagency\_threshold\_descriptors.pdf

## 14. Step Down Process

Following support being provided, when issues affecting the child and family no longer require their current level of involvement, alternative support should be provided to sustain or further implement change. Where there is a need for continued support, a step-down should always take place.

When Children's Social Care (including Evolve), Youth Justice, or Early Help are planning to end their involvement with the family, there should be a discussion with the existing team around the family to consider if the family require support above that provided by Universal Services and if so, who the Lead Practitioner will be. The Multi-Agency Threshold Descriptors should be used to inform this decision.

It is crucial that there are clear expectations of the areas that still require support, the work required to support the child and family and what further change is required from the family.

To agree a step-down to a partner agency, there should be a discussion with the Team Around the Family to identify the most appropriate Lead Practitioner to the support to be provided once Children's Social Care, Youth Justice Service, or Family Help withdraw.

The Social Worker, Youth Justice Worker, or Early Help Family Support Worker that is ending their involvement, should carry out a joint visit or meeting with the new Lead Practitioner and the family to ensure the family has a clear and consistent message and agree the step-down plan.

Another FAN is not needed, however, the new Lead Practitioner should update a FAN plan and send through to [FamilyAssessmentofNeed@rotherham.gov.uk](mailto:FamilyAssessmentofNeed@rotherham.gov.uk).

## 15. Step Up Process

### No FAN and plan

Where the family do not have an assessment and plan in place, and they are identified as being a family in need of help and support, then the Family Assessment of Need (FAN) should be initiated by the agency who has identified the need. Early completion of the FAN ensures that the family's needs are understood, and a plan is put in place to address these needs.

If, whilst the FAN is underway, the Lead Practitioner is concerned that the threshold is met for Early Help Locality support and/or Social Care Section 17 intervention, they should first speak to an Integrated Working Lead, who will consider the threshold descriptors and in partnership with the Lead Practitioner, agree next steps which may include:

- For the Lead Practitioner to continue with the FAN.
- Step up to Early Help Locality, in which case the IWL will liaise with the Early Help Locality Manager to make arrangements.
- A MASH contact to consider step up to Social Care.

Where there are concerns of significant harm and/or immediate concerns about a child's safety, a phone call should be made to the MASH **immediately** (01709 336080).

### Existing FAN and plan

Where the family are supported by a Lead Practitioner who has completed the FAN and there are concerns that the plan is not achieving change, consideration will be given to what needs to happen next.

If the Lead Practitioner is from a partner agency, they will access consultation with an IWL, who will consider the threshold descriptors and in partnership with the Lead Practitioner, agree next steps which may include:

- For the Lead Practitioner to continue with the plan with ongoing support from the IWL.
- For the Lead Practitioner to continue with the plan with co-working from Family Help locality, in which case the IWL will liaise with the Family Help Locality Manager to make arrangements.
- A step up to Family Help Locality, in which case the IWL will liaise with the Family Help Locality Manager to make arrangements.
- A MASH contact to consider step up to Social Care.

## 16. Filling in the tool

There's no right or wrong way to fill in the tool, as all children and families are different, and this is about their story. However, here are some hints which may help in the completion of the FAN within each section of the below template. Sections within can be added to by other practitioners supporting the family.

The assessment should always be shared with the family and written with them, utilising the four cornerstones' principles highlighted in Section 2.

Once completed the FAN should be sent to [FamilyAssessmentofNeed@rotherham.gov.uk](mailto:FamilyAssessmentofNeed@rotherham.gov.uk) where it will be logged on Liquid Logic.

# Family Assessment of Need (FAN)

## Section 1: Details of the FAN

Date Started:		Date Completed:	
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Person completing this FAN:				
Name	Agency	Role	Phone Number	E-mail Address

What is the focus of and reasons for starting this FAN?
<p>Think about why you are doing this assessment. What is happening for the family which has triggered this?</p> <p><b>This may include, but is not limited to:</b></p> <ul style="list-style-type: none"><li>• <b>Worries About Development or Behaviour:</b> Signs that a child's development may be hindered or that they are experiencing behavioural challenges affecting school, family, or social life.</li><li>• <b>Mental Health and Emotional Well-Being:</b> Noticing symptoms of stress, anxiety, or other mental health issues in a child or parent, which may impact the child's well-being.</li><li>• <b>Risk of Escalation:</b> Identifying issues that, if left unaddressed, could lead to greater risks, such as involvement in the child protection system, school exclusion, or family breakdown.</li><li>• <b>Social or Economic Challenges:</b> Situations such as financial difficulties, housing instability, or parental substance abuse that may be affecting the child's home environment.</li><li>• <b>Family Requests for Support:</b> Families seeking assistance with parenting skills, routines, child behaviour management, or coping strategies for other issues impacting family stability or relationships.</li></ul>

## Section 2: Your Family's Details

Children's Details:								
Name	Address	Date of Birth	Gender	Ethnicity	Assessed or diagnosed need (SEND)	EHM Number (if known)	School / Nursery	Attendance

*Insert lines as needed.*

Parents, carers & other important adults' details:								
Name	Relationship to the child(ren)	Address	Date of Birth	Gender	Ethnicity	Assessed or diagnosed need (SEND)	Parental Responsibility	Preferred Language

*Insert lines as needed.*

<b>Your family support network:</b> <i>This should include family and friends who support your family.</i>				
<b>Name</b>	<b>Involvement with your family</b>	<b>Role</b>	<b>Contact Details</b>	<b>Have they contributed to this assessment?</b>

*Insert lines as needed.*

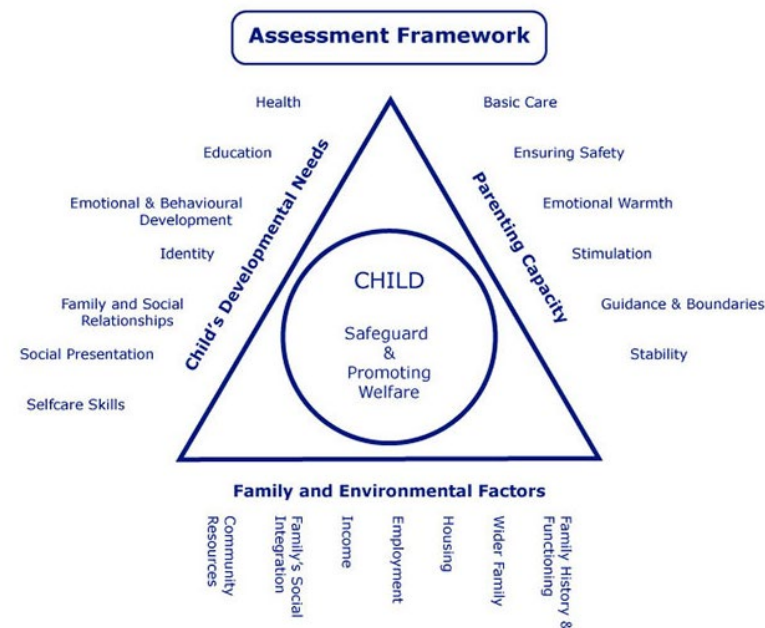
<b>Your practitioner support network:</b> <i>This should include practitioners supporting your family.</i>				
<b>Name</b>	<b>Involvement with your family</b>	<b>Role</b>	<b>Contact Details</b>	<b>Have they contributed to this assessment?</b>

<b>What are the important things to we need to know when supporting your family?</b> <i>This might include how practitioners can access your home, whether you have any pets, if there are any safety issues for home visits, and how we communicate best with your family – things that are unique and important to your family.</i>

### Section 3: Child and family profile and story

There are lots of assessment tools available which might help with the completion of this assessment. These are available as part of the Lead Practitioner Toolkit and include tools such as the DASH risk assessment, Graded Care Profile 2, and Child Exploitation risk assessment.

In completing section 3, you might also want to consider the Assessment Triangle and all the different areas which impact on a child. Some people like to use the areas below as headings in the assessment, however this is up to you.



[Free social work resources & tools for direct work with children and adults](#)

[Activities and Support for Families – Rotherham Metropolitan Borough Council](#)

#### All about the children:

*It is really important that we understand what life is like for the children in the family and what unique and individual characteristics they have. This will help inform your family's plan. This section should tell the child(ren)'s story and should explain their views about their life, their family, and the wider support they may need.*

In reading this we should have a good understanding of each of the children in the family and what they are telling us about their life, their family and where they need help or support.

#### Think about what makes a child unique?

- Describe the child.
- What are their interests?
- What are their likes and dislikes?
- What do they want people to know about them?
- What is their religion?
- Do they speak a different language?
- Do they have any special educational needs or disabilities and how does this impact on them?
- Has the child an identified need which means they need some additional support?
- How does the child keep well? Who supports this?

- Where do they get their education and what experiences do they have?
- What are the dynamics between parents, siblings, and family members?
- What is life like for each child in the family?
- When we ask them, what do they say about their lived experience? What is their story?
- What do they tell us about the help and support they need?
- Who are the people who are important to them, friends, family, members of the community?

There are lots of resources which can help lead practitioners gather the voice of children.



All-about-me-direct-  
work-sheets-and-acti

### **All about the parents, carers, and other important adults:**

*Parents, carers, and adults are really important to children and in this section, we need to understand the needs of the adults, as well as how they care for the children in the family. This will help inform your family's plan. This section should tell the parents and carers story, and explain their views about their own needs, the needs of their children and their family, and what support they need.*

In reading this we should have a good understanding of each of the adults in the family and what they are telling us about their life, their family and where they need help or support.

Think about the adults who are important the child(ren). Not all families look the same and this section should reflect this, speaking to those important adults about their views. Try to speak to (where appropriate) both parents so that they can be involved in the assessment and plan.

### **All about the family, home, community, and support network:**

*Understanding the network around your family is important so that we can work together to provide support, and to help families feel supported once agencies are no longer involved. This section should consider what support is in place for individual family members, and the family as a whole. Who is important in their lives? A family tree may be helpful to draw this out.*

Helping families identify their network is an important way we can support them to make positive change and sustain it once services are no longer involved. The network may be people in their family, but also friends, neighbours, and other members of the community. It's important to know who is part of their network and how they can contribute to the plan for the family.

There are lots of resources which can help lead practitioners identify a family network.



Our family plan blank  
template EH Sept 24.c



Eco Map .docx



Genogram 1.docx

### **What has been tried to help your family before?**

*Understanding what has been tried before, and whether this was successful is important, to help us decide together what to do next. This section should consider what support has been provided to your family previously and what difference it made.*

Understanding what has been tried before will help us make a better plan now. There may be things which helped last time we can revisit, or things which didn't work and so we need to try something different.

**Section 4: Summary & Analysis:**

**What is working well?**

**What are we worried about?**

**What needs to change and how will we know that things are better for your child(ren) and your family?**

## Section 5: Supporting Families Framework:

Areas your family require help with:				
Education <input type="checkbox"/>	Early Years Development <input type="checkbox"/>	Substance Misuse <input type="checkbox"/>	Crime Prevention <input type="checkbox"/>	Keeping Children Safe <input type="checkbox"/>
Safe from Domestic Abuse <input type="checkbox"/>	Secure Housing <input type="checkbox"/>	Financial Stability <input type="checkbox"/>	Health <input type="checkbox"/>	Family Relationships <input type="checkbox"/>

## Section 6: The Plan

In order for the plan to work the family need to be involved in writing it. It's important that the plan is clear so that families and their network know what is expected of them. The plan should be realistic and achievable.

- What are the worries affecting the family and what support do they need to address them?
- What are the actions for practitioners supporting the family?
- What are the actions for the family?
- Consider the range of services who can help and support? They may be involved now or may become involved.
- You might need to think about short term actions and those which are going to take a longer time.
- Impact / what difference its making.

\*\*If you think the family need a Family Support Worker from Early Help, or you don't know what support is available for the family, please speak to your Integrated Working Lead.

What do we need to see to be confident that the children are safe and supported?	How are we going to do it?	Who is going to do it? (Family, friend, practitioner)	When by?	Progress and Updates


*Insert lines as needed*

**How and when will we review the plan?**

It's important to review the plan so we can check that its working and make changes if it's not having the impact we expected. This section should detail how often you will review the plan and how this will take place. Plans should be reviewed ideally between 4 and 6 weeks, and no longer than every 8 weeks.

**Section 7: Management oversight and analysis**

<b>Manager Name:</b>	
<b>Manager Contact Details:</b>	
<b>Date:</b>	

## Section 8: Family Information Sharing & Consent

**CONSENT:** Rotherham is committed to offering Early Help to children and families as problems begin to emerge. This Family Assessment of Need (FAN) is important so that we can gather your thoughts, wishes and concerns and work together to put in place a plan that will help you and your family. In order to support you and your family, it may be necessary for your information to be shared between Council departments and other relevant organisations. Rotherham Council will ensure that any information sharing that takes place is proportionate, lawful, and managed securely. Furthermore, your information will only be shared for the purpose of ensuring that relevant support is offered to you and your family, and to ensure that services are better coordinated and focused on your family's needs.

For further information, visit [http://www.rotherham.gov.uk/info/200031/data\\_protection\\_and\\_freedom\\_of\\_information](http://www.rotherham.gov.uk/info/200031/data_protection_and_freedom_of_information). By completing this section you confirm your consent to this FAN and relevant information sharing.

### Parent / Carer Signatures:

**Signed:**

**Date:**

**Print name:**

**Signed:**

**Date:**

**Print name:**

By completing this section and checking the 'yes' box (which inserts a cross) you, the practitioner, confirm that you have received signed, written consent on the original copy of the FAN document and that the family, child or young person understand and agree that you will share the information with other agencies to maximise the support available to them.  Yes

Once completed please send the FAN to [FamilyAssessmentofNeed@rotherham.gov.uk](mailto:FamilyAssessmentofNeed@rotherham.gov.uk).