

APPENDIX 1: EHAT Assessment Checklist

The checklist is designed to support practitioners and their supervisors in ensuring that they have adhered to the required timescales and quality assurance standards for each stage of the Early Help process

| Pre-Assessment Activities: | Completed: Y/N |
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| 1. Read / review the levels of need and keep a copy to hand for the assessment https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/advice.page?id=xphK5Ke8bZ0 | |
| 2. Establish if an Early Help Assessment already exists contact the EHAT support team to ascertain if there is already an open EHAT in place or current involvement with Liverpool Children's Services. | |
| 3. Does your concern relate to neglect – if yes, have you considered using the Graded Care Profile? This will evidence the impact of the Neglect on the child and enable you to identify the correct Level of Need. | |
| 4. Explain 'The Agreement' and seek signed consent from parents / carers. Explain how their information will be stored / shared and seek consent to progress with the assessment and for you to contact other agencies / share information. You should explain to parents/carers that if at any time you feel the child is at risk of immediate harm that you will follow the Liverpool Safeguarding Children Partnership procedures. The date you have signed consent is the start date of your assessment and the date your 28 day assessment starts | |
| 5. Begin the Early Help assessment with the child, parents & carers and gather information from other professionals that are working with the child and family. Please use sections 1-5 of this guidance to help you in completing the EHAT. | |
| Assessment Activities | Completed: Y/N |
| 6. It is essential that you (or another professional) captures the child's views and their daily lived experience . You should follow the guidance outlined in section 3 and section 5 of this document and always ensure that you have the permission of the parent/carer to complete direct work with the child. | |
| 7. It is essential that you speak to the parent/carer about the worries and what is working well for the family. Their views are important and you should consider their views throughout the assessment. | |
| 8. Remember to speak to other professionals who are supporting the child or parent/carer; this is a multi-agency assessment. | |
| 9. Remember to complete the impact measurement scale for each child and each domain of the assessment. Further guidance on scaling is contained within Appendix 2 of this document. | |
| 10. Conclusion remember this should state what worries have been identified for the child/young person, what protective factors have been identified and what actions and interventions are needed to help the child and young person | |

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| achieve positive actions. This should state clearly what outcome you are hoping to achieve for the child, through the interventions. | |
| 11. The immediate next steps form the outline plan of interventions for the child/young person. These should be linked to the needs identified in the assessment. The action should be clear and concise and the desired outcomes should evidence how the action will improve life for the child/young person. | |
| 12. You should share the assessment with the parent/carer and gather their views on the assessment and outline plan. These views should be clearly recorded on the EHAT form. | |
| 13. You should share the assessment with the child/young person (age appropriately) and gain their views on the assessment and outline plan. These views should be clearly recorded on the EHAT Form. | |
| 14. Identify a date for the initial TAF meeting. This should be within 10 days of completing the EHAT. | |
| Initial TAF Meeting Activities | |
| 15. Ensure that all professionals supporting the family are invited. When professionals cannot attend they should complete an update report prior to the meeting, share this with the family and submit the report to the lead professional. Template is provided in Appendix 3 of this document. | |
| 16. Ensure that children are supported to participate. The child's views on the plan and how it is impacting on their daily life and outcomes are the central focus of the TAF meeting. It may be appropriate for the child/young person to attend the meeting themselves or they may not wish to do so; in either event their views should be gathered and shared during the TAF meeting. | |
| 17. Ensure that parents/carers are supported to participate. Wherever possible adjustments should be made to ensure that parents/carers can attend the TAF meeting and they should be supported to express their views on the effectiveness of the plan and if the plan is improving the outcomes for the child/young person. | |
| 18. TAF paperwork you will receive a call from the EHAT support team on the day of the arranged meeting date to confirm that the TAF is going ahead – once confirmed the team will delegate the TAF paperwork for completion in the portal. This is the paperwork you will use during the meeting. It will contain the outline plan created in the EHAT. | |
| 19. Outline plan the outline plan will be reviewed in the meeting and any progress noted. Family and professionals should identify any additional actions that need to be added to the outline plan and agree what the action is, who will progress it, by when and what the desired outcome for the child is. These should be SMART (specific, measurable, achievable, relevant, time-bound) | |
| 20. New information since last review record any significant changes or events since the EHAT was completed, for example a school change, health issues, relationship change, hospital attendance, police incident etc. | |
| 21. Summary of the meeting the lead professional will record a summary of the discussion held during the TAF meeting. Family and professionals should discuss and agree whether the lead professional will remain the same or transfer from | |

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| the professional who completed the EHAT. | |
| 22. Impact measurement scores. This should be discussed in the meeting and family and professionals should agree the current scores for each of the domains. The score from the EHAT will be logged on the paperwork and consideration needs to be given in the initial TAF meeting to whether these scores have changed since the assessment was completed. | |
| 23. Children and parents/carers views on the plan ensure that the children's views on the plan and the parent/carers views on the plan are clearly recorded and that their views on how the plan is impacting their daily life is considered. | |
| 24. Set a review date The TAF review should be held within 12 weeks of the initial TAF meeting. The review can be held sooner if needed and the timescale will depend on how urgent the actions are and how concerned you and/or the family are about any risks you have identified during the assessment and initial TAF meeting. | |
| 25. Submit TAF record via the delegation portal within 48 hours of the meeting taking place the paperwork should be completed and submitted to the EHAT support team via the delegation portal. | |
| 26. Send the TAF meeting record to professionals and family involved in the TAF meetings, this should be password protected if secure emails are not available and practitioners should contact you for the password if they don't know it. Family members should have a copy hand delivered to them by the Lead Professional. | |
| TAF Review Meeting Activities: | |
| 27. One week prior to the review date the Lead professional should send a reminder to family and professionals to confirm attendance at the review meeting | |
| 28. TAF paperwork you will receive a call from the EHAT support team on the day of the arranged meeting date to confirm that the TAF is going ahead – once confirmed the team will delegate the TAF paperwork for completion in the portal. This is the paperwork you will use during the meeting. This will include the plan agreed in the previous TAF meeting for you to review and measure progress against. | |
| 29. Professionals who cannot attend should complete an update report prior to the meeting, share this with the family and submit the report to the lead professional. Template is provided in Appendix 3 of this document. Professionals should ensure they report back on their agreed actions from the initial TAF meeting | |
| 30. Inclusion of children and young people, where age appropriate children and young people should be invited to their reviews and encouraged to participate. When this is not possible children should be spoken to prior to the review about their plan and what difference this is making to their lives. Their views should be shared in the TAF meeting and recorded in the record of review. | |
| 31. New information since the last review. Record any significant changes or events since the last meeting was completed, for example a school change, health issues, relationship change, hospital attendance, police incident etc. | |
| 32. Review the Action Plan. Professionals and the family review and update each agreed action, consider if the action is | |

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| completed or if further review is needed to measure further progress. Consider if any new actions need to be added to the plan. | |
| 33. Summary of the meeting the lead professional will record a summary of the discussion held during the TAF meeting. Family and professionals should discuss and agree whether the lead professional will remain the same or transfer from the professional who completed the EHAT. | |
| 34. Impact measurement scores. This should be discussed in the meeting and family and professionals should agree the current scores for each child against the domains. This is to enable you to measure where progress is being made and where further support is needed. | |
| 35. TAF reviews need to consider if the plan is meeting the needs of the child/family. Consider if progress is being made? Are you seeing a difference for the child and/or family? | |
| 36. Children and parents/carers views on the plan ensure that the children's views on the plan and the parent/carers views on the plan are clearly recorded and that their views on how the plan is impacting their daily life is considered. | |
| 37. At each TAF review consideration needs to be given to whether a further review is needed, whether the intervention can close or whether there are increased worries that require a statutory intervention from Children's Services. | |
| Next steps | |
| 38. If further TAF reviews are continuing then steps 27 onwards should continue, the lead professionals should submit the review paperwork to the EHAT support team, via the delegation portal, within 48 hours of the meeting taking place. | |
| 39. If the desired outcomes are met and progress has been maintained then the EHAT intervention can be closed at the TAF review then the final TAF review paperwork submitted via the delegation portal and the EHAT support team notified within 48 hours . The support team will clearly record on the child's file that the EHAT has closed. | |
| 40. If there are worries the plan is not improving outcomes for the child then explore why there is limited progress and consider what next steps are required- e.g. are changes needed to the focus of the plan? Has the level of need changed? What are the next steps needed to ensure the wellbeing of the child? Consider if you need to seek advice via your agencies safeguarding procedures or the Early Help Hubs. | |