

department for

education and skills

creating opportunity, releasing potential, achieving excellence

'Say it your own way'

Children's participation in assessment: resources

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the appropriate page.

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A: Plan of child's involvement in the assessment

Ref. no. _____

Child's name _____ Date of birth _____

Children's social care assessment type: ☐ Core ☐ Initial ☐ LACAssessment/progress

Other assessment: ☐ Connexions ☐ Youth Justice ☐ SEN ☐ CAF ☐ Other

Who will undertake the direct work with the child?

Where will direct work take place?

Child's communication needs and how they will be met:

_____ first language?

_____ interpreter needed?

_____ understands number for scaling/scoring (understands 1-3, 1-5, 1-10)

_____ reading ability for age

other _____

Order of priority of issues/areas for the assessment

(based on relevant assessment framework e.g. Assessment Framework, APIR, ASSET)

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Child's likes/dislikes

(e.g. likes drawing, drama, doesn't like writing, won't want to meet in particular location)

Appropriate methods

_____	writing
_____	drawing, art
_____	visual
_____	play
_____	music
_____	conversation or other spoken activities
_____	drama or role-play methods
_____	other

Resources needed?

What resources will be used?

B: Session planning and summary form

Session led by: _____

Date: _____

Session number _____ out of how many are planned _____

Checklist and notes

Explanation planned

Materials to be used for setting child at ease and introduction

Materials and methods to be used to address priority areas for this session

Materials and methods to sum up and close session on positive note

How will follow-up support be given?

Summary of _____ views about _____

Summary of _____ views about _____

Summary of _____ views about _____

Summary of _____ views about _____

Summary of _____ views about _____

Summary of _____ views about _____

I: Example of how to explain assessment

Hello, my name is _____

I have come to see you because you are important and sometimes we need to check that you are happy and safe where you are living/at home with your family.

It is my job to make sure that you are safe and happy.



To do this we will talk to each other and I will listen carefully to what you want to say and what you would like to do.

Then together we will try to decide what would help you be happy and safe.

We can draw pictures, chat or play games.

I will write down what you think so I can remember.

This will help me to decide how to help.

If you or anyone else is being hurt then I will have to help make you safe.



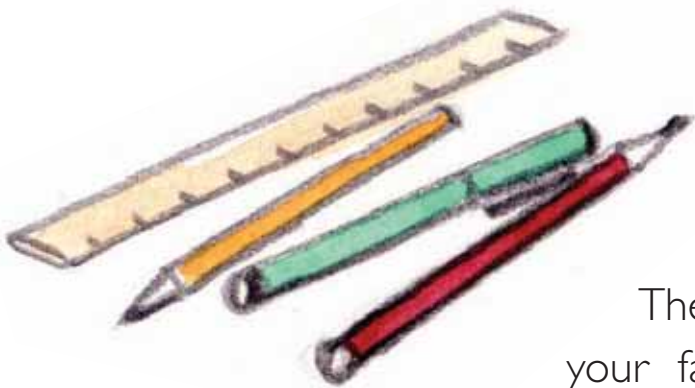
2: Example of how to explain assessment

You are important and sometimes we need to make sure that you are happy about things like home, school, your family, or friends.

It is my job to talk to you and your family about where you live and go to school, about your family and what you like to do.

To do this I will talk to you and I will listen carefully to what you want to say.

To help us do this we have some activities like drawing, fun sheets to fill in, games that we can do to help us remember to talk about all the important things and to make it easier for you to say what you want to say.



I may need to talk to other people who can help me understand how things are for you.

Then we will decide if you and your family need anything to help keep you healthy and happy.

When I've talked to you I will write down what you tell me and this will help us to decide if anything needs to be done to help keep you healthy and happy.

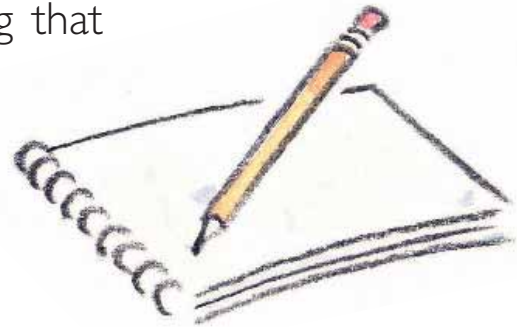
I may need to talk to other people who can help to understand how things are for you.

Then we will decide if you and your family need anything to help keep you healthy and happy.

When I've talked to you I will write down what you tell me and this will help us to decide if anything needs to be done to help keep you healthy and happy.

We will decide together what you want to say in the report.

I don't have to write down everything that you say but if you or any other child is being hurt then I will **HAVE TO** do something to make you safe. Here is how to get in touch with me:



3: Example of how to explain assessment

Why am I having an assessment?

We need to do an assessment to make sure that you have all of the things that you need to feel happy and be healthy.



This means that I would like to talk to you about how your life is at the moment, about who you live with and other people that you see. We may also talk about what sorts of things you like to do, school or college and other places that you go, how you feel about home, school, friends and any problems that you may have.

If you have any questions or I have used any words that you haven't heard before please ASK ME and I will explain them.

What you think is very important?

I would like to hear about the things that you like about your life and what you would like to change.

I will also need to talk to the other people that know you best, parents or carers, perhaps a teacher that you get on with or someone else in your family. We can discuss who I should talk to and you can help me to plan that.

After I have talked to you I will write down what you tell me and this will help us decide if anything needs to be done to help keep you healthy and happy.

Then we will decide if you or your family or carer need extra help to make sure that you have the things that you should have and need to help keep you healthy and happy. I will write a report that will be A PLAN of what we are going to do. I will write your views into that report.



Not everything that you say needs to be written down. We will decide together what you want to say in the report and who gets to see which bits of it.

But if you or any other child is being hurt then we HAVE TO do something to make you safe.

Then I will plan a meeting where all the people who can help to sort things out will come together to think about what needs to happen next.

I will talk to you again about that meeting and we can think about how we can make sure that your views are heard there.

Here is how you can get in touch with me:

4: Example of how to explain assessment

Assessments

Why? Where? What? Who? When?

Here are some answers to questions that you may have. If you are unsure or would like more explanation about anything then just ask.

It is very important that you have your say during this time and we will do everything we can to make sure this happens.

Why an assessment?

The overall aim is to make sure that you have everything you need in order to feel happy and be healthy and safe. To make sure this is happening we need to find out how things are going for you and your family or whoever looks after you.

What will it involve?

I would like to talk to you about the things that are important to you. Like who you live with, who you see, about home, friends, college, work or other things happening for you at the moment, your plans for the future and any problems you may have. We may talk about things that you would like to change.

What happens to the information?

I will write a report with the information I have heard. I will write your views in that report. Not everything that we talk about needs to be in the report and we will discuss what goes into it.

What else?

I will also talk to other people that know you best, a parent or carer; maybe someone that you get on with well like a teacher, support worker or friend.

What then?

Then there will be a meeting where a range of people who can help to sort things out will come together and think about what needs to happen next. I will make sure that your opinions are heard at this meeting. Here we will decide if you or your family or carer need extra help to make sure that you have the things you need to help keep you healthy, happy and safe - now and in the future. I will write a plan of what we are going to do.

What kind of a say do I get in this?

It is important that your views are heard. We can decide together about who else I will talk to and who will see which parts of the report. Your opinions will be taken seriously at all times.

Something important to add

We can decide together about some parts of the process BUT if we are worried that you or another child is being hurt or is in danger then we will HAVE TO act on this to make sure you and any other children are safe.

Here is how you can get in touch with me:

5: What I do at home (circle round)

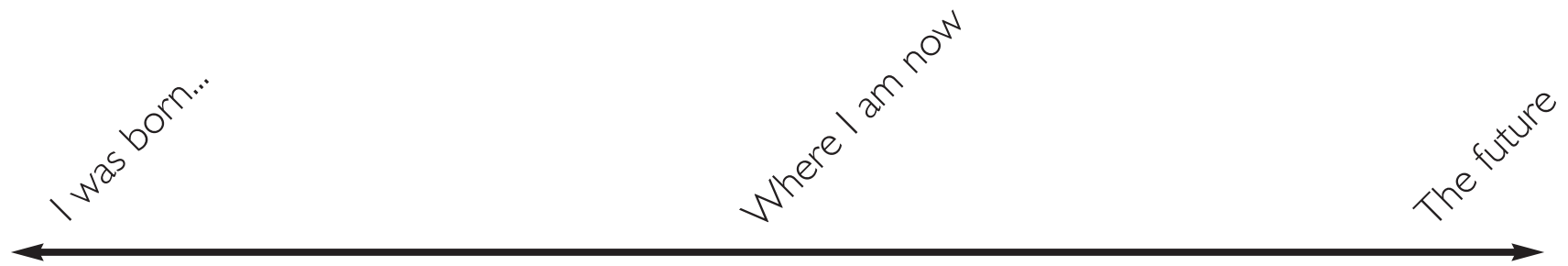
							
		Draw or write anything else you do					
							
							

6: What does _____ do at home? (circle round)

						
		Draw or write anything else you do				
						
						

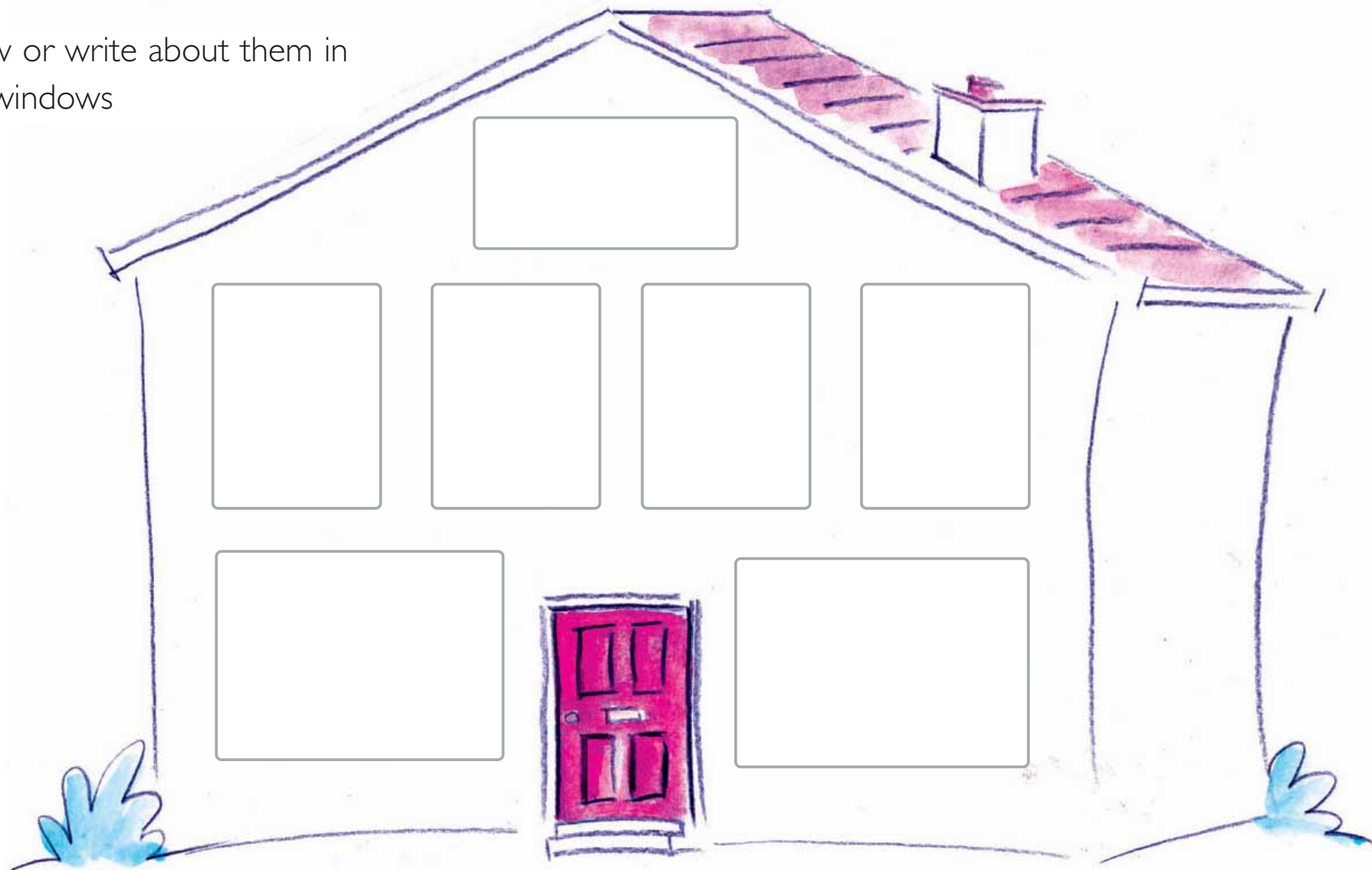
Fill in a sheet for each person. e.g. mum, dad, brother, sister, grandparents and others

7: Timeline



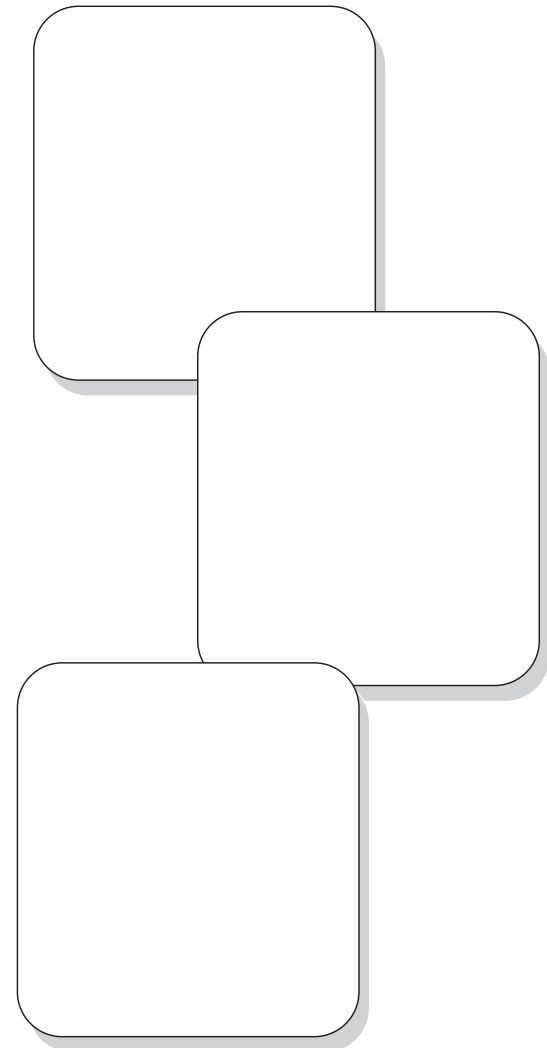
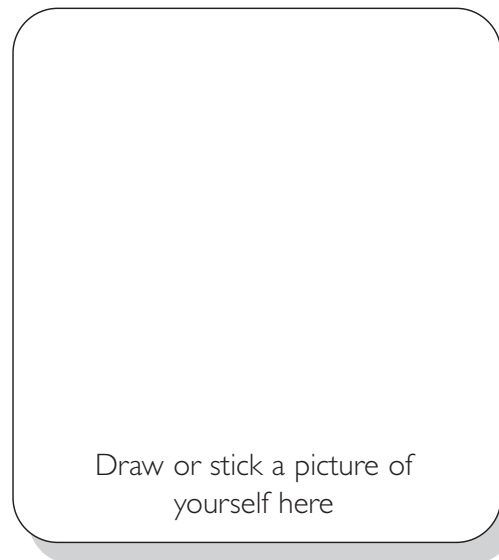
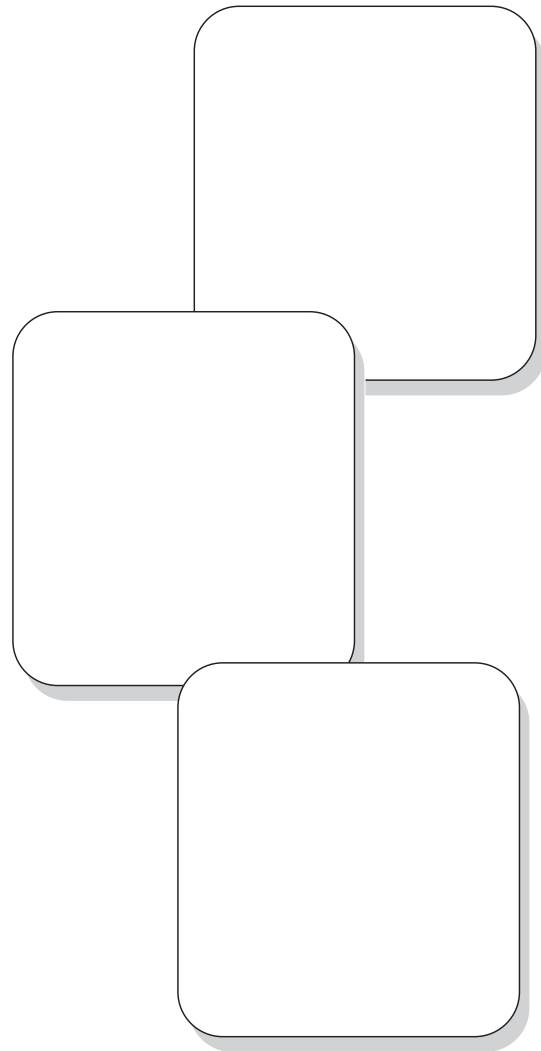
8: Who lives in your home?

Draw or write about them in
the windows



Has anyone moved out or in?

9: A map of me and the people who matter



10: A map of me and the people who matter

Draw, cartoon or write
yourself in the middle.

Use red for people you
feel close to, green for
people you want to feel
closer to and blue for
people you don't get
on with.

Think
of everyone
you know and
write, stick pictures
or draw them in
around you.

Draw lines to
them. Use different
colours to represent how
you get on or how close
you are.

I I: About my friends

My name _____

Age _____

I see _____ at

I like _____

because _____



Picture of _____

I 2: About my mates



I 3: Who does what at home? Who sets the boundaries?



Do you have your own door keys?



Who says what clothes you wear?

Who buys your clothes?



Do you get pocket money or an allowance?



Who decides when you can and can't go out
and what time you have to be in by?



Who decides who you hang out with?



Who does the cleaning?



Who pays the bills at home?



Who gets food ready?

What else?

Do the boundaries feel right?

I 4: What is home like? (circle round)



Do you have a room? _____

Do you share it? _____

What is it like? _____

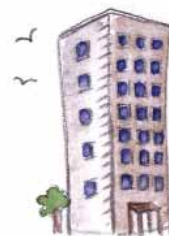
Draw or write in this space

I 5: Your neighbourhood

What is near your home?



Is your neighbourhood safe?



What do you like to do, where do you go, are there places to hang out?



Draw or write a map or guide.

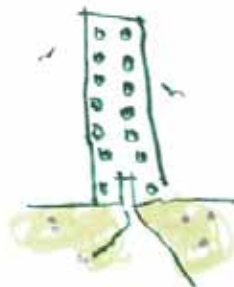


I 6: Your neighbourhood

What is near your home?



Is your neighbourhood safe?



What do you like to do, where do you go, are there places to play?



Can you draw or write or describe it?



I 7: Places you go with your family



What places do you go to? _____
 What do you do there? _____
 Who do you go with? _____
 Is there anywhere else
 you would like to go? _____



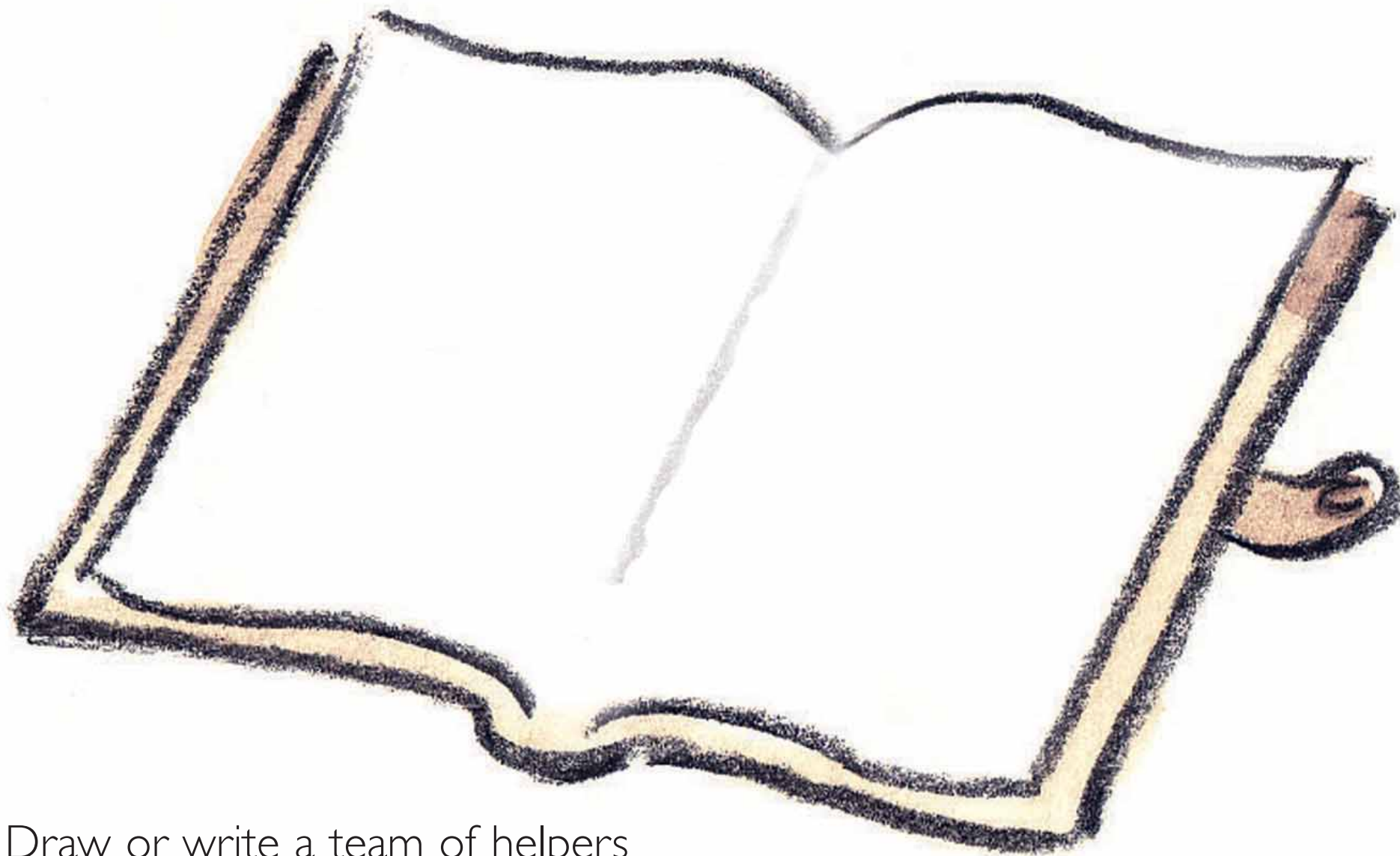
I 8: Sometimes we need to ask for help...

Sometimes we need to ask other people for help, maybe when we can't do something for ourselves or if we are hurt. Can you think of people that help you out?



Can you think of a time when someone has asked YOU for help?

I 9: Your helpers



Draw or write a team of helpers

20: Are you a helping hand?

People who might need your help

How do you help?

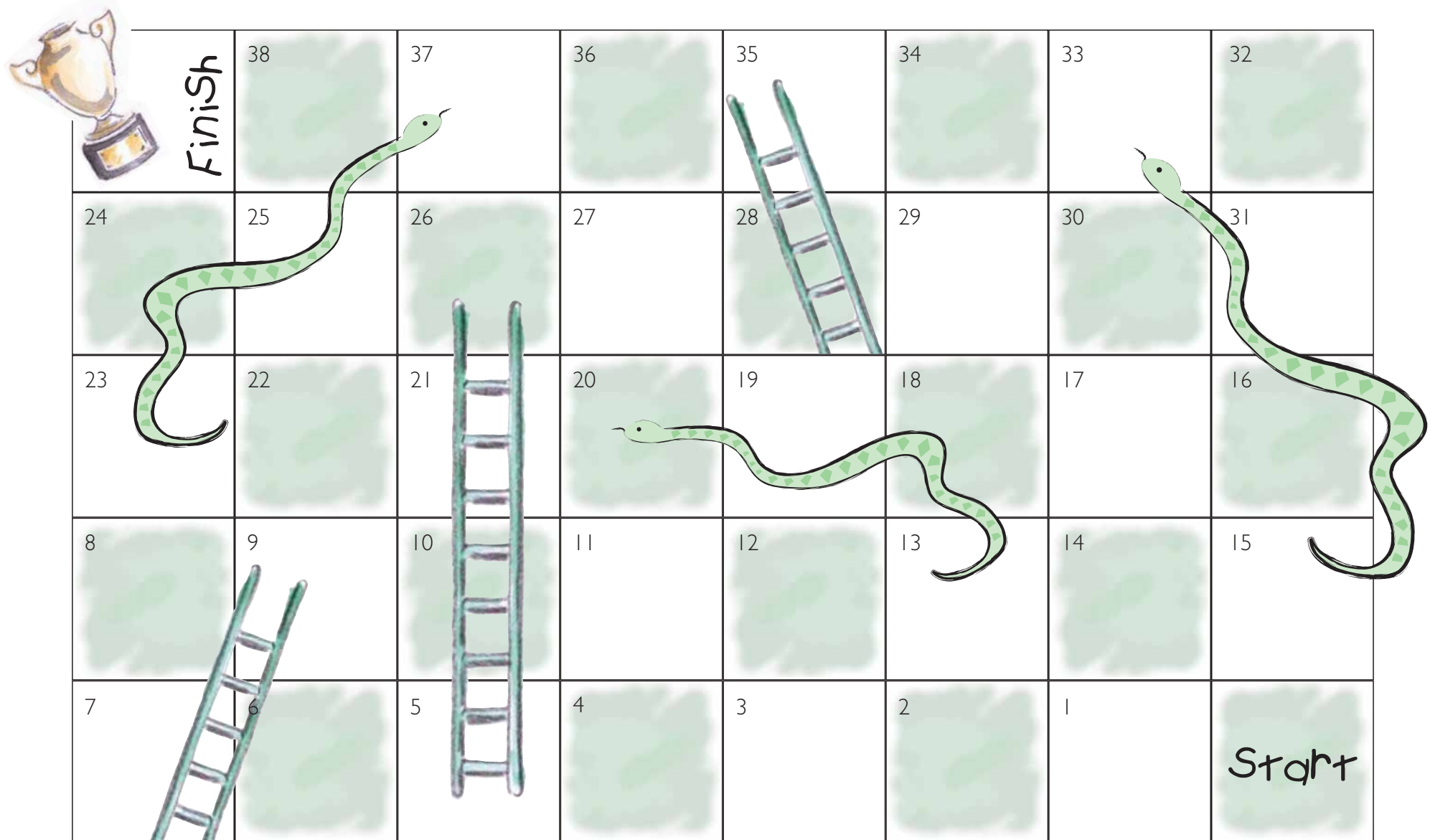


21: Helping hand

....Who can help? Draw round your hand, on each finger write someone who can help, to make a team of helpers.



22: Can you fill in the Snakes and Ladders board?



Write things that make life harder along the SNAKES. Write things that help you out along the LADDERS.

23: A problem shared

Write a letter to a problem page

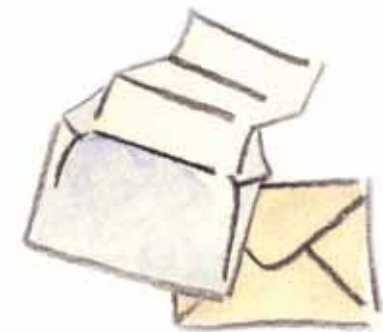
Dear....

The problem is

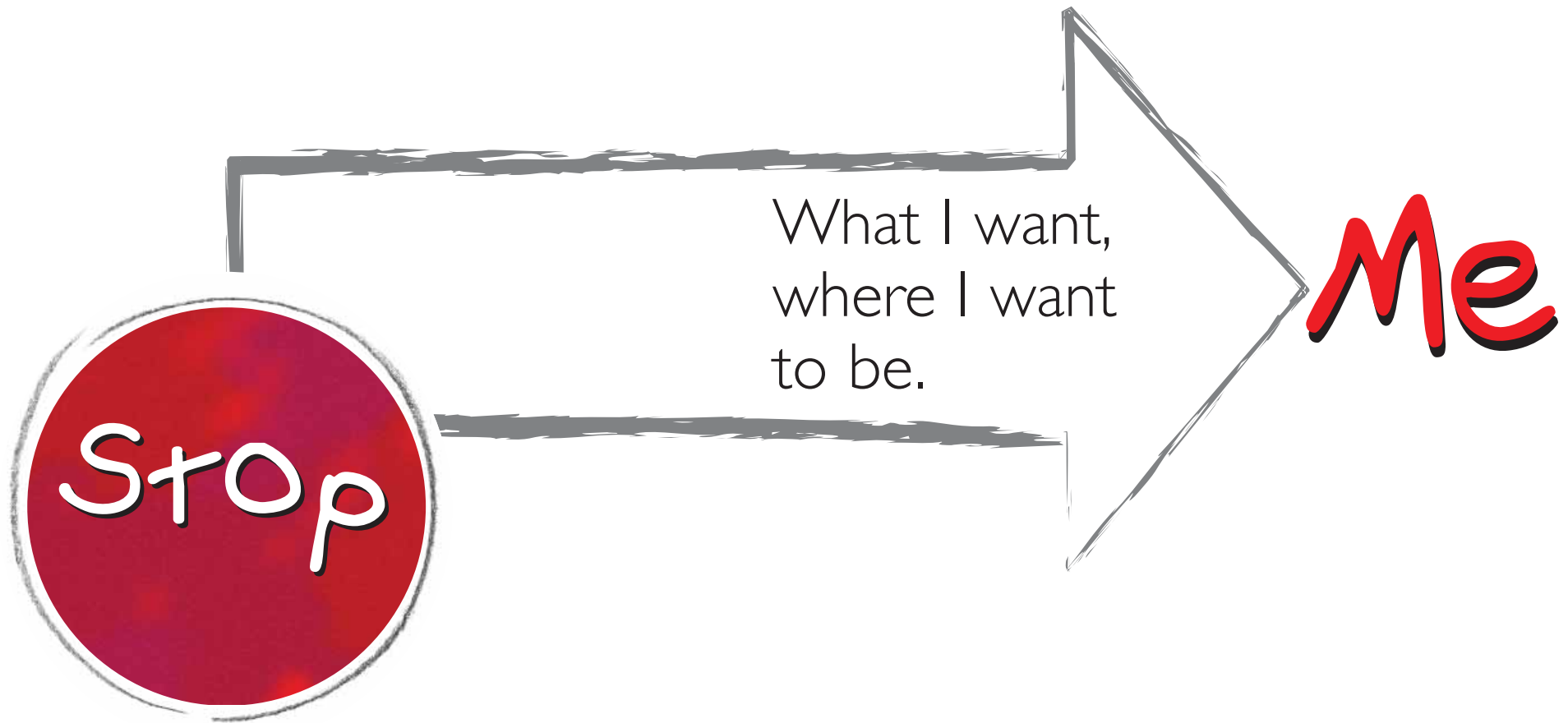


What sort of reply might help?

Dear....



24: Barriers to what you want



Are there things that stop you from getting what you want in your life?
What or who could help you get there? Draw or write them in or talk about them.

25: If I had three wishes...



draw or write

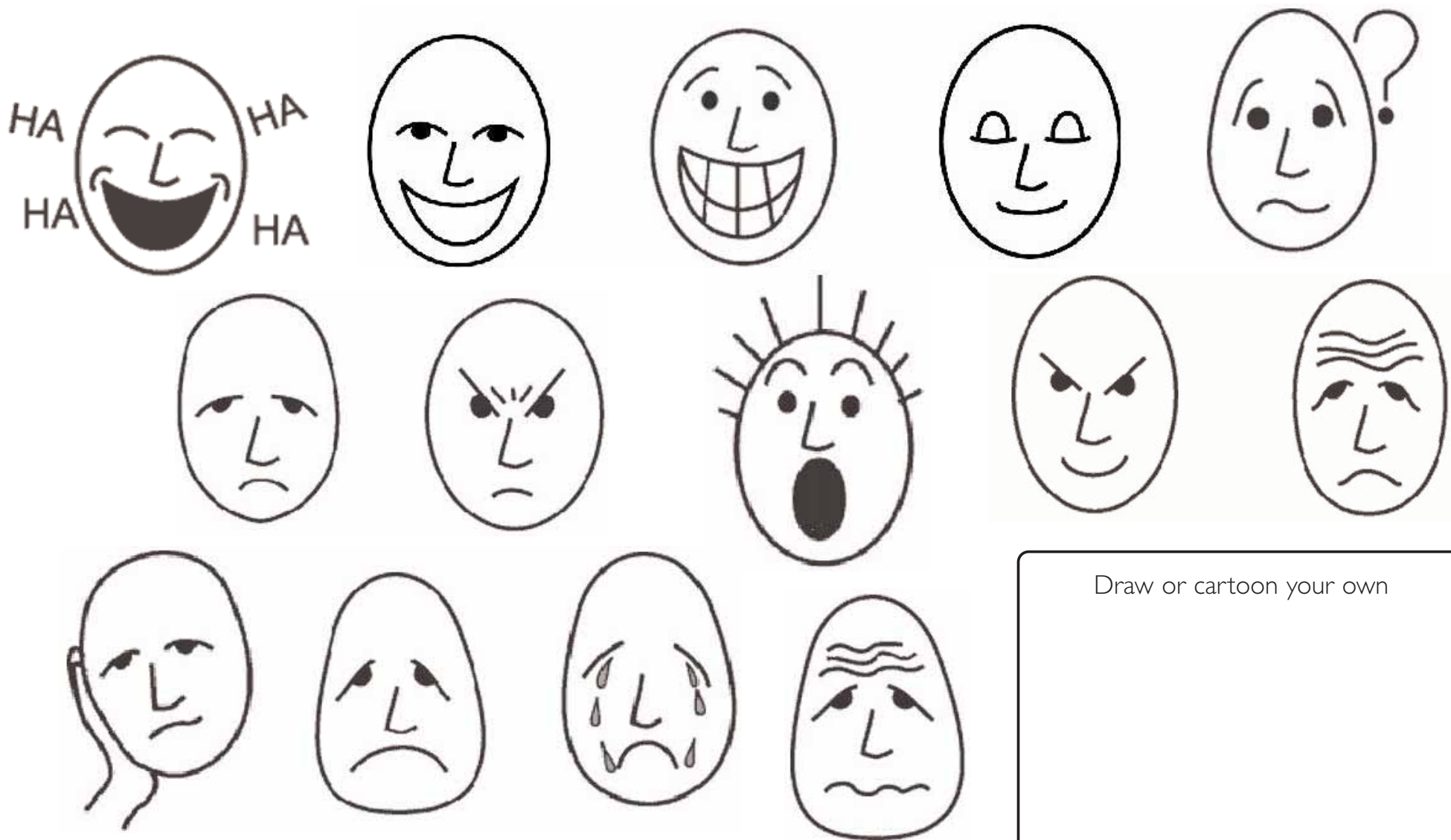
26: How you are feeling?



Draw or cartoon your own

These materials use images that are owned by Triangle, the NSPCC, Blackwell Publishing and Widgeit Software Ltd, which are made available for educational and social support purposes. www.howitis.org.uk

27: How you are feeling?



Draw or cartoon your own

These materials use images that are owned by Triangle, the NSPCC, Blackwell Publishing and Widgeit Software Ltd, which are made available for educational and social support purposes. www.howitis.org.uk

28: How are you feeling?

Choose from the words or pictures

Cross



Sad



Good



Happy

Quiet

Bored

Annoyed

Nothing



Relaxed



Scared



OK



Nervous

Excited

Comfortable

Funny

Calm



29: How are you feeling?

Bored

Sad

Annoyed

Nothing

Funny

Calm

Comfortable

Happy

Relaxed

Scared

Nervous

Quiet

OK

Good

Excited

Cross

30: For looked after children: going home...

Good things about home

Anything not so good about home



Good things about my placement

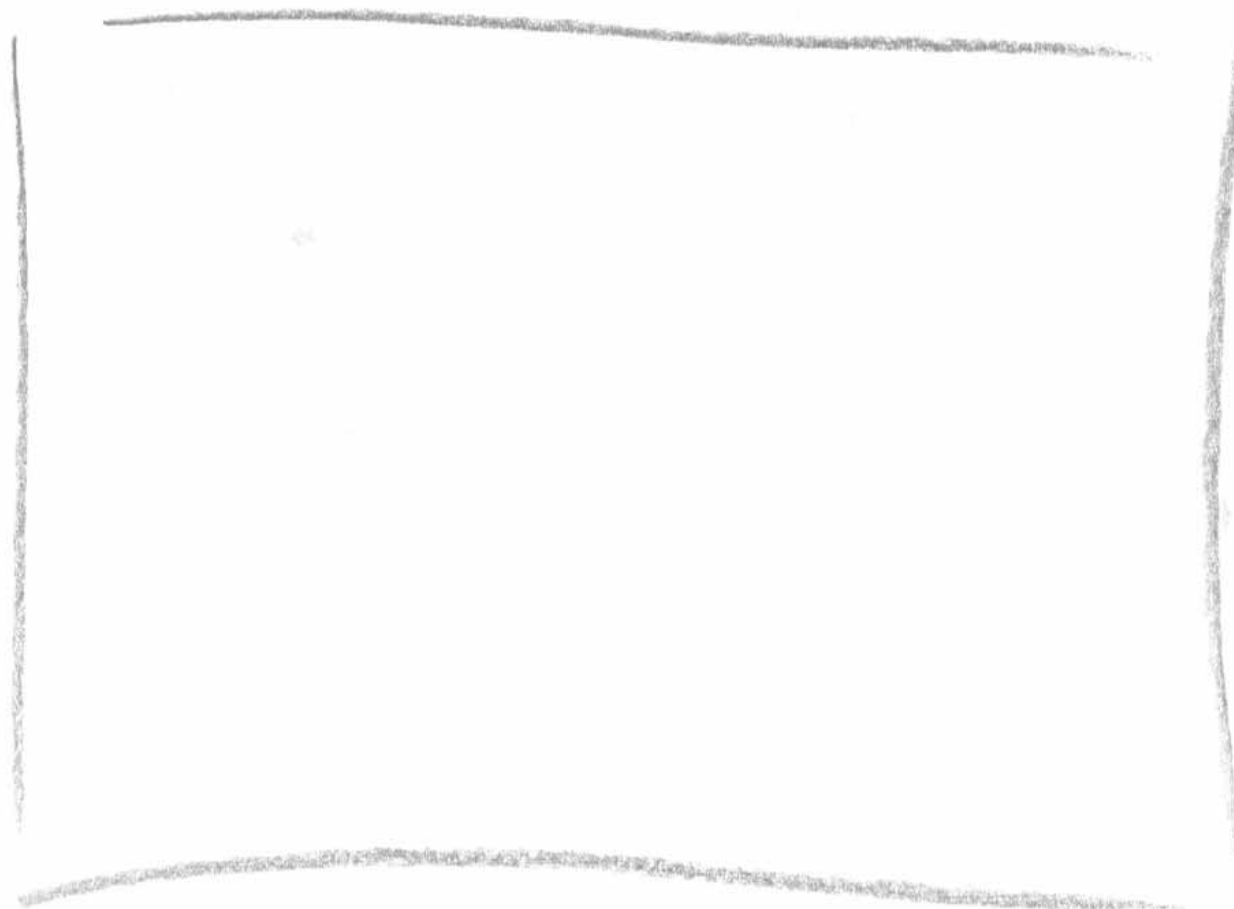
Anything not so good about my placement

31: Alone or together?

There are times when we feel like we are on our own even when other people are there.

Can you think of any times when you have felt like this?

You can draw or write about them here...



32: Keeping safe at home

What is safe to play with? Can you see anything that we should not touch?



33: Keeping safe at home

We are at home today,
what can we play with?

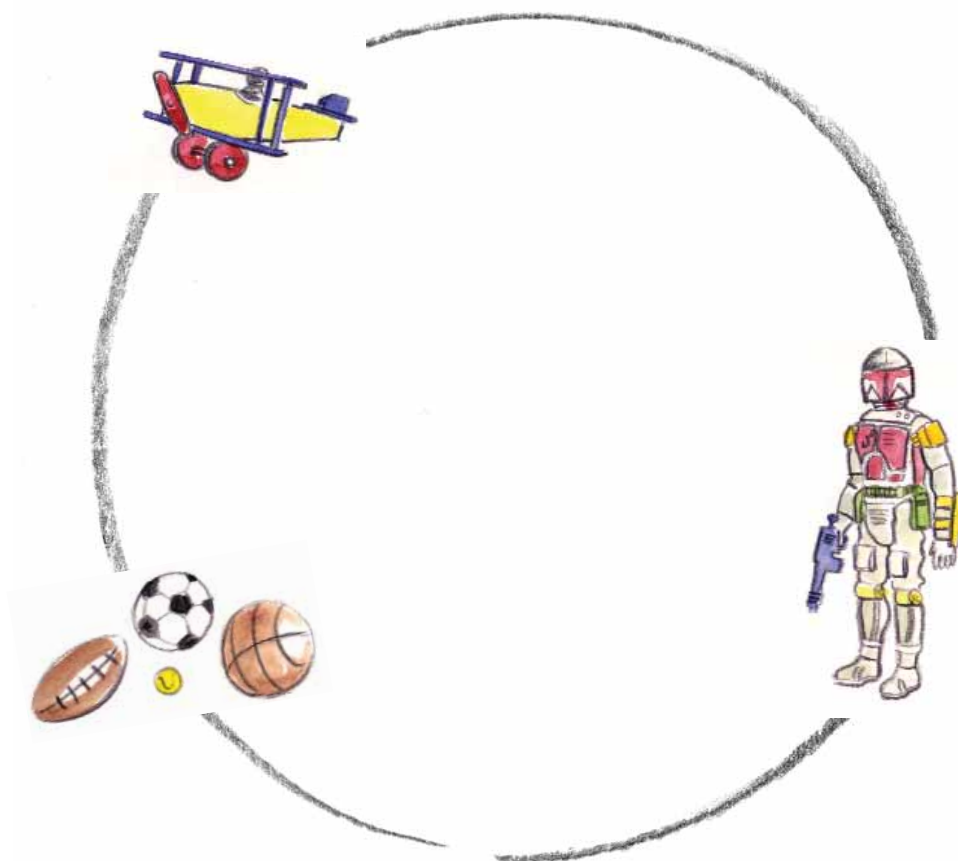
(Draw or write)



34: Who I am

My name is _____

Things I like to do and play with - draw or write more



Draw around your hand
or do a hand print



35: Who I am

I am _____ years old



Where I live is...



I live with...



36: Who I am

My favourite colour is...



I like to spend time with...



I like to eat...



37: Who I am

I am

years old

My hair colour is

My eyes are

I live with

My name is

My favourite colour is

My skin colour is

My favourite
food is

I like

I don't like

38: Who I am

What makes
me who I am?

Draw or write in the boxes

39: I am like/I am different from

I am like my _____

because _____

I am different from this person _____

because _____

I am like my _____

because _____

I am different from this person _____

because _____

40: More about me

I like...

I am good at...

I don't like...



Draw or write things you feel good or not so good about

4I: More about me



I like...

I don't like...



42: More about me

To understand me you need to know...
I hang out with

I like to go

I'm into

Stuff I like to do

Important people to me

Other important information



43: More about me

My factfile...

Name _____

Age _____

Date of birth _____

I live with _____

What I like to do

Things that bother me

Other important information

44: More about me

My factfile...

Things I like to do

Things that are on my mind

Other important information



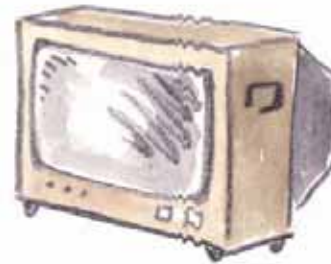
45: What I like to do



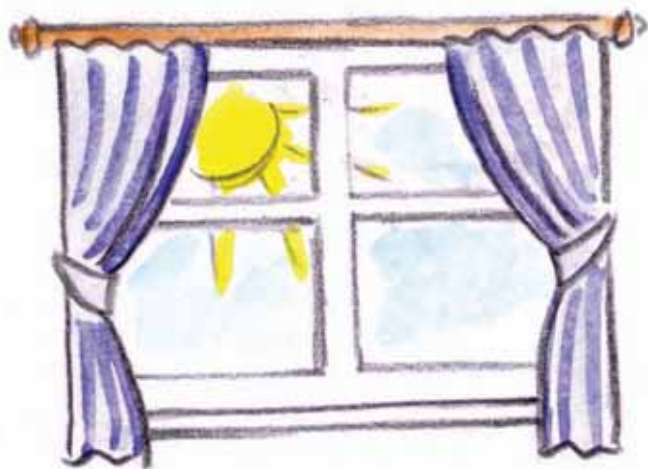
Draw a circle around anything you like to do and use the space on this page to draw your own pictures.



46: What I like to do



47: My Day



What happens at the start of your day?

Can you tell me about the rest of your day?

You can draw, write or cartoon it

48: A day in the life of...



What is a typical day like for you?

How does it start?

What do you do during the day?



49: A week in the life of...

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



50: The rules

At home (for all of us)...



For me...



For my brother, sister, other...

At school/college...



Draw or write

51: At school/college



My teacher is _____

Lessons I like _____

I am friends with _____

I sit with _____

I am good at _____

We play at _____

52: At school/college



53: At school/college



54: At school/college



55: Out of school on a school day

What happens on the days when other people are at school but you are not? Can you describe your day?

What do you do?



Where do you go?

What could help you get back to school?

56: Times when someone might feel lonely.
This can happen when other people are around.

When? _____

Where? _____

Why? _____



57: What is bullying?

Being sent nasty text,
email messages
or notes

Being left

Having your things
or money taken

Being pushed or
pulled about

Having rumours or lies
spread about you or
someone close to you

Being hit

Being teased

Being kicked

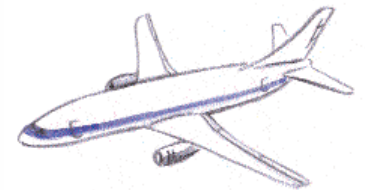
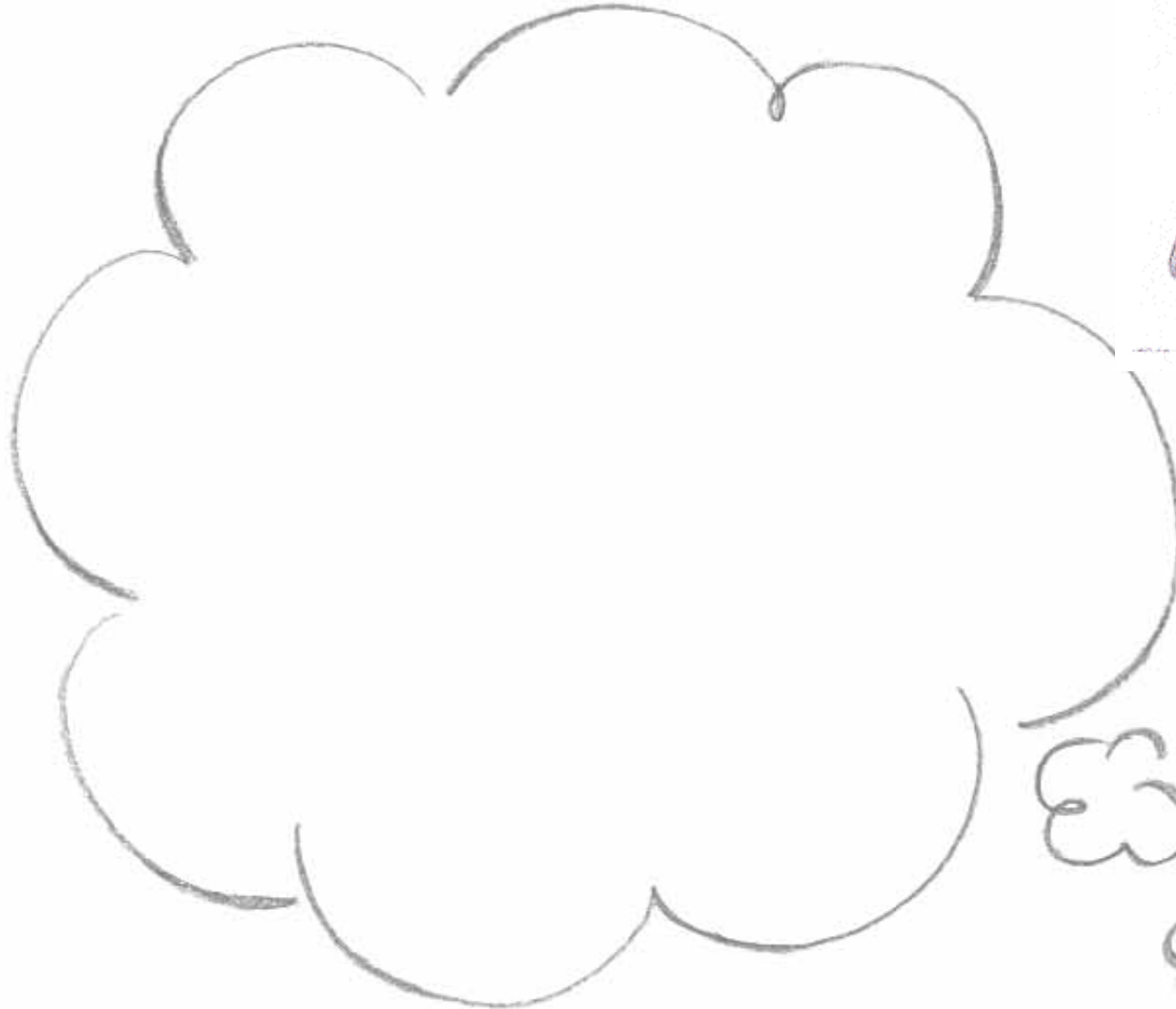
Anything
Else?

All of these are bullying

Add your own ideas

58: Thinking ahead - what are your hopes for the future?

What would you like to happen when you're older? Fill in the bubble with your ideas.



59: Thinking ahead - what are your hopes for the future?

For you

After school

At school

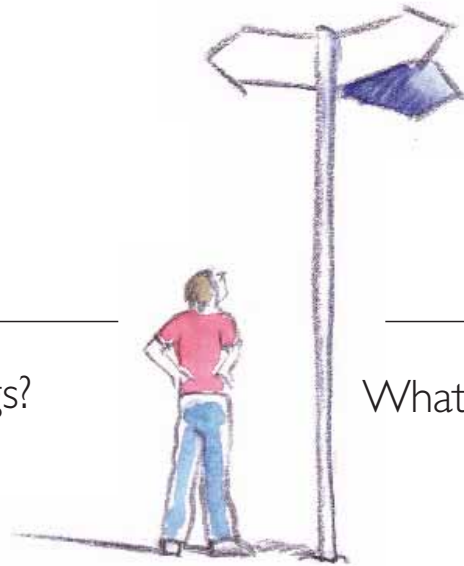
For your family



60: Thinking ahead - what are your hopes for the future?

Where do you hope to be?

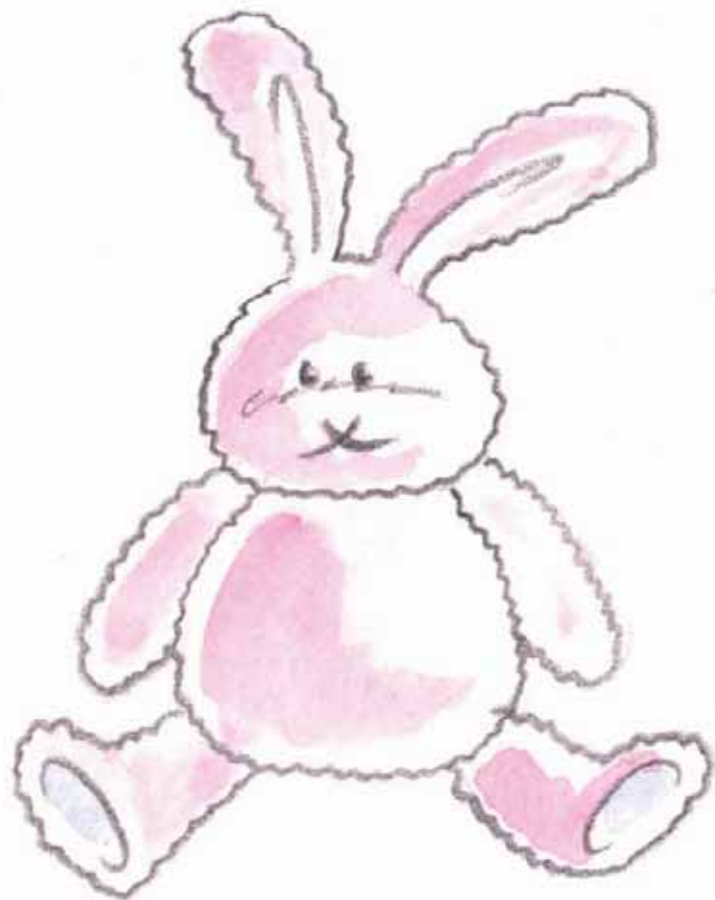
What would you like to do?



What will you need to get these things?

What or who can help you achieve these things?

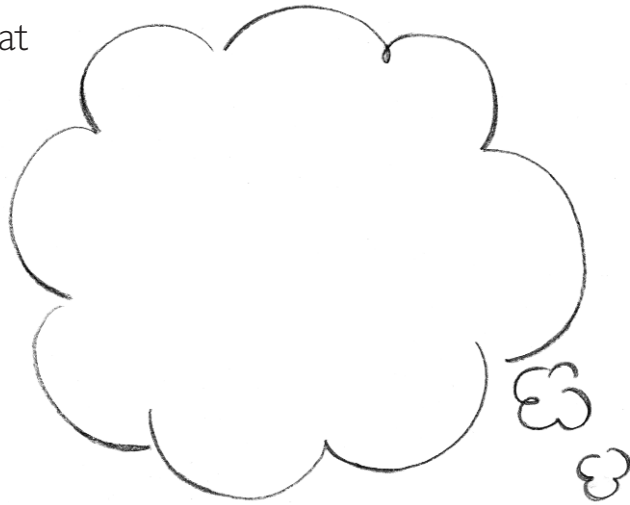
61: A day at my house



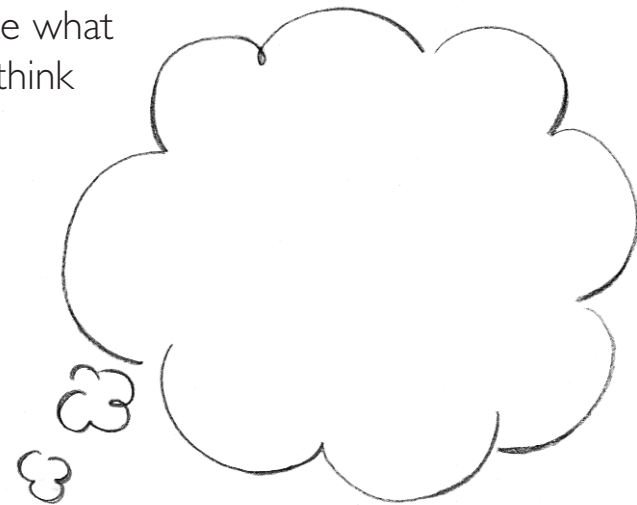
62: Think/say

Sometimes if something is bothering you, you might say one thing but think another.

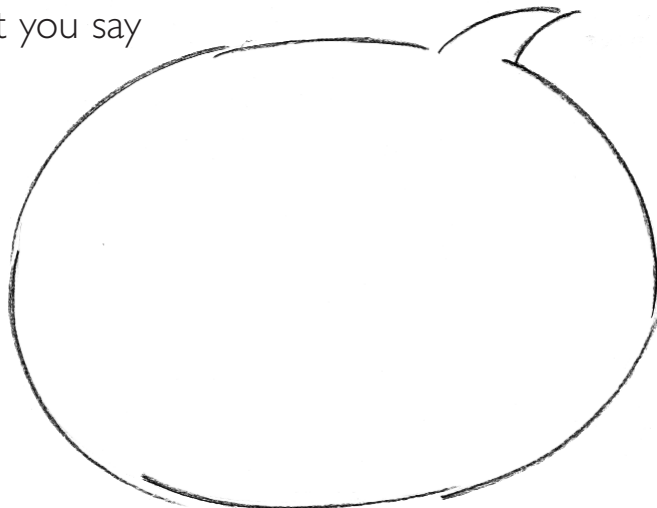
Write what
you think



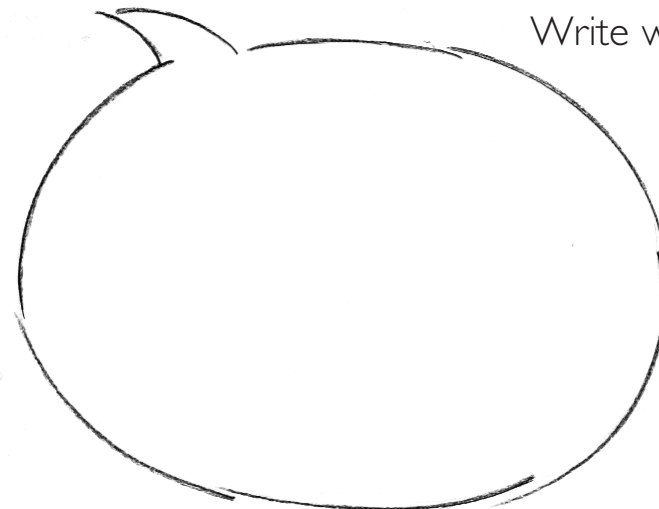
Write what
you think



Write what you say



Write what you say

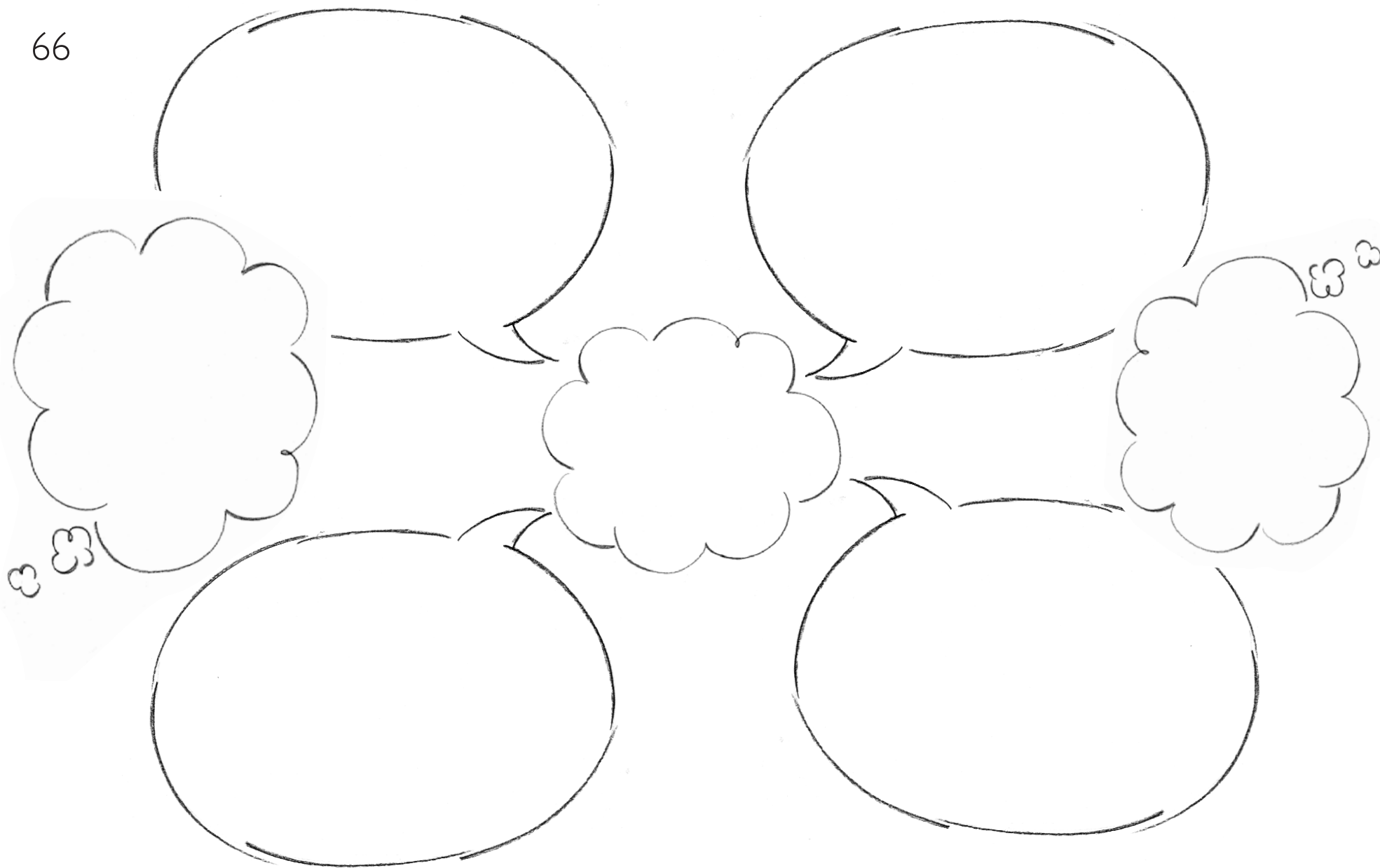


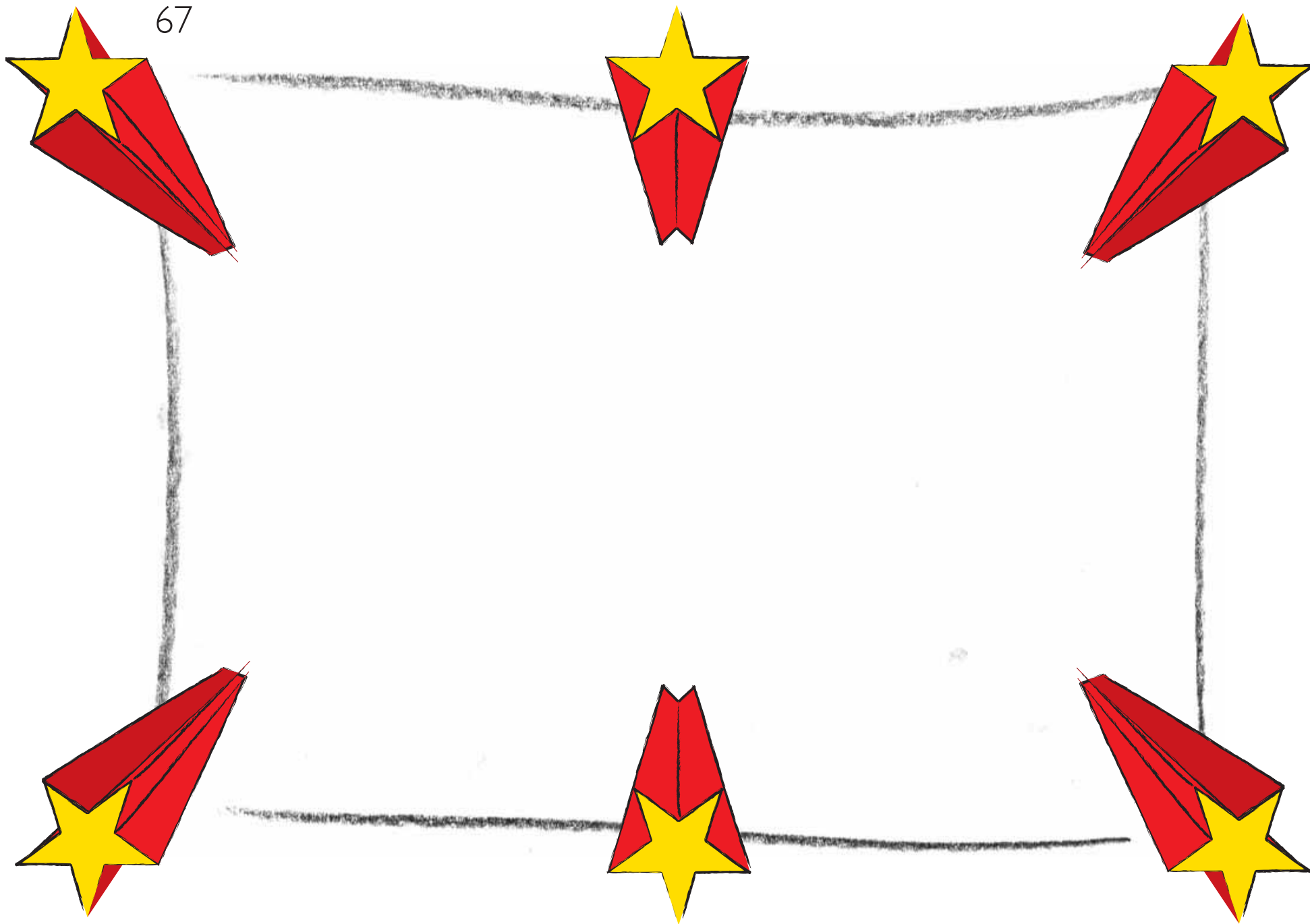




65

Draw or write
on the bricks





68

