

**Appendix A**  
Common Assessment Framework  
Guidance



Taken from *The common Assessment Framework for children and young people: Supporting tools*  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00146/>

The purpose of this document is to provide practitioners completing a common assessment with guidance on areas to explore with children, young people and their families.

**Development of the infant, child or young person**

**Health**

**General health:** The infant, child or young person's current health condition (for example, conditions of relevance to an infant, child or young person including growth, development, physical and mental well-being). How far the infant, child or young person appears healthy and well, is growing and developing normally and is accessing health services (such as GP, dentist or optician) appropriate to their age.

**Physical development:** The infant, child or young person's means of mobility, level of physical or sexual maturity/delayed development.

How far the infant, child or young person's physical skills seem to be developing normally for their age, for example whether they are crawling, walking and running as expected and whether their vision and hearing seems normal.

**Speech, language and communications development:** The ability to communicate effectively, confidently and appropriately with others.

How far for their age the infant, child or young person seems able and willing to speak, communicate, read and write, and express their feelings.

**Emotional and social development**

The emotional and social response the infant, child or young person gives to parents and carers and others outside the family.

How well the infant, child or young person copes with everyday life, e.g. their disposition, attitudes and temperament, any phobias or psychological difficulties.

**Behavioural development**

The behaviour of the child or young person.

How well behaved the infant, child or young person is and, for example, any anti-social or aggressive behaviour.

**How the child or young person feels about his / her self**

The growing sense of self as a separate and valued person.

How far the infant, child or young person seems to be developing the right measure of confidence and self-assurance, and how far they have a sense of belonging.

**Family and social relationships**

The ability to empathise and build stable and affectionate relationships with others, including family, peers and the wider community.

How far the infant, child or young person is building stable and affectionate relationships with others, including family, peers and the wider community.

**Self-care skills and independence**

The acquisition of practical and emotional competences to increase independence.

How independent the infant, child or young person is for their age – how far they can do routine tasks for themselves and make their own decisions.

**Learning**

**Understanding, reasoning and problem solving:** The ability to understand and organise information, reason and solve problems.

How well for their age the infant, child or young person is able to understand and organise information, reason and solve problems.

**Participation in learning, education and employment:** The degree to which a child or young person has access to and is engaged in education and/or work based training and, if he/she is not participating, the reason for this.

How far the infant, child or young person is engaged in and attending learning appropriate to their age, whether through play, early years settings, school or college/employment.

<p><b>Progress and achievement in learning:</b> The child or young person's educational achievements and progress, including in relation to their peers. The infant, child or young person's educational achievements and progress, including ability to read and write, compared with what would normally be expected from someone of their age.</p>
<p><b>Aspirations:</b> The ambition of the child or young person, whether their aspirations are realistic and they are able to plan how to meet them. Note there may be barriers to a child or young person's achievement of their aspirations, for example the child or young person's other responsibilities in the home.</p>
<p><b>Parents and Carers</b></p>
<p><b>Basic care, ensuring safety and protection</b></p> <p>The extent to which an infant, child or young person's physical needs are met and they are protected from harm or danger, including self-harm. How far the infant, child or young person is safe from harm or sexual exploitation, is well-fed and cared for, and living in a safe, warm and clean home.</p>
<p><b>Emotional warmth and stability</b></p> <p>Provision of emotional warmth in a stable environment, giving the infant, child or young person a sense of being valued. How far the infant, child or young person is loved, in a stable environment, and in contact with those who are important to him/her.</p>
<p><b>Guidance, boundaries and stimulation</b></p> <p>Enabling the infant, child or young person to regulate their own emotions and behaviour while promoting the infant, child or young person's learning and intellectual development through encouragement and stimulation and promoting social opportunities. How far the infant, child or young person is subject to, and provided with, appropriate guidance and discipline at home and elsewhere, and helped to learn.</p>
<p><b>Family and Environment</b></p>
<p><b>Family history, functioning and well-being</b></p> <p>The impact of family situations and experiences Who lives in the household and how they relate to the infant, child or young person, including any changes since the child's birth; family routines; and anything about the family history, such as family breakdown, illnesses (physical or mental) or problems with alcohol or other substances that are having an impact on the child's development.</p>
<p><b>Wider family</b></p> <p>The family's relationships with relatives and non-relatives. Whether there is an appropriate level of help for the infant, child, young person or parents/carers from relatives and others.</p>
<p><b>Housing, employment and financial considerations</b></p> <p>What are the living arrangements? Does the accommodation have appropriate amenities and facilities? Who is working in the household, the pattern of their work and any changes. Income over a sustained period of time. Whether the accommodation has everything needed for living safely and healthily, and the effect on the infant, child or young person of the work and financial situation of the family or household.</p>
<p><b>Social and community elements</b></p> <p>Explores the wider context of an infant, child or young person's neighbourhood and its impact on them, including local services and facilities available. Impact on the infant, child or young person of the local area, including crime levels, availability and quality of shops, schools/colleges etc. This includes how well the child or young person fits in with neighbours, friends and others.</p>