Review of Team Around the Family plan for *(insert the name of the child or young person)*

Date of the review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

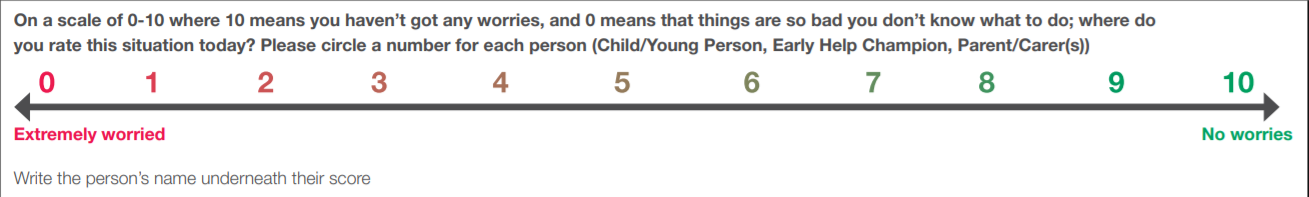
Date TAF started \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Name of the child** | **Date of birth** | **Does the child have a disability?** | **Name of the parent with Parent Responsibility (PR)** |
|  |  |  |  |

|  |  |
| --- | --- |
| **Name of the Early Help Champion** | *This is usually the person who has completed the EHA* |
| **Contact and telephone number** |  |
| **EHM Number** | *This will be given to you by customer service when you phone them to inform them you are starting a TAF.* |

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| --- | --- | --- | --- | --- | --- |
| **Actions**  (***copy and paste from plan)*** | **Completed?** | **How has it made a difference?** | **What else needs to happen now?** | **Who will do it?** | **By when?** |
|  | *If not, detail why not? Actions should not be allowed to drift from one meeting to the next.*  *Challenge agencies to meet their commitments.*  *If the family has not carried out their actions, ask and record why not.*  *Be supportive but challenging. This is about improving the life of the child.* | *Remain child focussed.*  *This should describe the impact on the child or young person.*  *It should also be focussed on the impact with regard to what we are worried about.*  *Do not go off track.*  *Include the exact words from the chid and the family whenever possible.*  *If we have not asked the chid what difference it has made to them-* ***Why not?*** | *.Where there is not enough impact, agree a ‘Plan B’.*  *Do not try the same things over again if they are not making a difference to what we are worried about.* |  | *Be realistic, but challenging with regard to timescales. There is a need to remain focussed and not to allow drift.* |

The scaling question below should be used to establish how concerned each person is about the issues identified in the assessment above. The Professional, the parents/carers, and the child or young person should all score separately. There is no need to come to a consensus. The scaling is very powerful in understanding where families are at in their thinking about change; and for opening up a discussion about why scores are similar or different for each person involved.



**I have contributed to, and agreed the content of this plan:**

**Child/young person’s signature**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s/Carer’s Signature**

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**Early Help Champion’s signature**

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**Next review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NB The plan needs to be reviewed at least once every 6 weeks**