

Work with children and young people to agree the nature and purpose of assessment of their health and well-being

Overview

This standard is about working with children and young people, and those involved in their care, to agree the assessment of the health and well-being of children and young people. It covers agreeing the nature and purpose of assessments and identifying any specific requirements to achieve an effective assessment. Health and well-being includes the physical, mental and emotional well-being of the child or young person. The standard is relevant to practitioners who deliver services to children and young people. Practitioners working in this area require specialist expertise concerning the health and well-being needs of children and young people. Users of this standard will need to ensure that practice reflects up to date information and policies.

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Performance criteria

You must be able to:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding and preferences
2. comply with all the relevant legal, professional, and organisational requirements and guidelines
3. determine the nature and priority of the child or young person's needs from the referral information
4. seek the appropriate consent to obtain further information if the initial information is insufficient for effective prioritisation or assessment planning to take place
5. establish the type of assessment required from the information gathered
6. clarify and confirm with the child or young person and those involved in their care, the information which may need to be shared with others within the boundaries of confidentiality
7. explain the assessment process to the child or young person and those involved in their care and obtain the necessary agreement and consent
8. enable the child or young person and those involved in their care to seek advice and express any concerns about the assessment process
9. establish any specific requirements to achieve an effective assessment of the needs of the child or young person
10. produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information.

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Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the referral process within children and young people's services
12. organisational criteria for prioritisation of referrals within your area of practice
13. procedures, protocols, and pathways for liaising with children, young people, their families and carers, practitioners, departments, and agencies
14. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
15. how to engage with and communicate effectively with children and young people, and those involved in their care
16. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
17. the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
18. the importance of adopting a child/young person centred approach

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19. the guidance that is available for your own practice and where to access this
20. current issues, research and evidence based practice relevant to your role
21. the main conditions affecting children and young people in your area of practice
22. child and young people's development, including emotional, physical, and social how they affect one another
23. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
24. how the behaviour needs of children and young people may affect others
25. the factors that contribute to the risk of harm to children and young people
26. local sources of health and well-being information, advice and support for children and young people, and those involved in their care
27. the way health and social factors interact to affect children and young people and the implications of this for planning assessments
28. the different types of assessments, models and frameworks that may be applied to your area of practice, and their purpose and use
29. the arrangements which it is necessary to put in place to achieve an effective assessment
30. the impact of the assessments on the child or young person and those involved in their care
31. the actions to take if the child or young person, or their parent/carer if applicable, does not agree to the assessment
32. the importance of keeping full and accurate records, and how to do so in line with organisational requirements

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External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB2 Assessment and care planning to meet health and wellbeing needs

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