

## Plan multi-disciplinary assessment of the health and well-being of children and young people

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### Overview

This standard is about planning multi-disciplinary assessment of the health and well-being of children and young people. The multi-disciplinary team may be drawn from one or more organisations or agencies. Teams may be new or existing, or may be put together as required to meet the specific needs of individual children/ young people. The term 'multi -disciplinary' is used to mean a co-ordinated, cross-discipline team approach, which is working to achieve agreed outcomes in a structured way. 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, developmental capacity and preferences
2. obtain and review all relevant referral information relating to the child or young person
3. determine the nature and priority of the child or young person's needs from the referral information
4. establish any specific requirements to achieve effective assessment of the health and well-being needs of the child or young person
5. seek the appropriate consent to obtain further information if the initial information is insufficient for effective prioritisation or assessment planning to take place
6. use research evidence, together with national and local guidelines and policies, to establish the range of multi-disciplinary assessments required
7. discuss and agree the purpose, nature and timing of assessments with the child or young person and those involved in their care and obtain the necessary consent
8. establish and confirm the roles and responsibilities of the practitioners who will be involved in the assessment and their capacity to do so
9. discuss and agree with members of the multi-disciplinary team how to co-ordinate assessments to make best use of practitioners' time and expertise, and take account of any interrelationships between different aspects of the assessment
10. make arrangements for the assessments that are consistent with the child or young person's needs and their specific requirements
11. agree the methods and timing for reviewing the outcomes and reports of the assessment with the child or young person, those involved in their care, and the multi-disciplinary team
12. communicate the agreed arrangements to the child or young person, those involved in their care, and the multi-disciplinary team in accordance with local protocols
13. 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 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
12. how to engage with and communicate effectively with children and young people, and those involved in their care
13. 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
14. 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
15. the importance of adopting a child/young person centred approach
16. the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
17. child and young people's development, including emotional, physical, and social how they affect one another
18. how the behaviour needs of children and young people may affect others

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19. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
20. the factors that contribute to the risk of harm to children and young people
21. the guidance that is available for your own practice and where to access this
22. current issues, research and evidence based practice relevant to your role
23. local sources of health and well-being information, advice and support for children and young people, and those involved in their care
24. the referral process within the multi-disciplinary team
25. the benefits and risks of multi-disciplinary teams in meeting the needs of children and young people and how these can be overcome
26. the importance of respecting the contribution of others working with children, young people and families
27. the way in which partner services operate – their procedures, information sharing protocols, objectives, roles and relationships, and the implications of these for working alongside them
28. how to work with others in the team to focus on meeting the needs of the child or young person
29. the way health and social conditions interact to affect children and young people and the implications of this for planning and co-ordinating assessments
30. the different types of assessments which are performed across the multi-disciplinary team and how these are implemented and managed
31. evidence based decision making processes around balancing risks, resource availability, and service priorities, in relation to planning multi-disciplinary assessment of children and young people's needs
32. the arrangements which it is necessary to put in place to co-ordinate the assessments
33. the impact of the assessments on the child or young person and those involved in their care
34. the actions to take if the child or young person or those involved in their care, if applicable, does not agree to any aspect of the assessments
35. the issues or problems that might arise in planning multi-disciplinary assessment, including insufficient responses from other organisations and agencies, and what action to take in response to these
36. how to be proactive, challenge situations, initiate action when necessary, and put forward your own judgements
37. 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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