‘Say it your own way’

Children's participation in assessment: resources
Contents of the CD ROM

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39  I am like/I am different from
40-44  More about me. I am good at/I like/I don’t like, all about me, to understand me you need to know, fact file: 1st page, fact file: blank page
45-46  What I like to do
47-48  My day/a day in the life of… (older/younger versions)
49  A week in the life of...
50  The rules
51-54  At school/college
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56  Times when someone might feel lonely
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63  Draw/write pages - Target
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69  Sad face, neutral face, happy face
70  Tree
71  Flower
## A: Plan of child’s involvement in the assessment

<table>
<thead>
<tr>
<th>Ref. no.</th>
<th>Child’s name</th>
<th>Date of birth</th>
</tr>
</thead>
</table>

**Children’s social care assessment type:**
- [ ] Core
- [ ] Initial
- [ ] LAC Assessment/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:**

<table>
<thead>
<tr>
<th>first language?</th>
<th>interpreter needed?</th>
<th>understands number for scaling/scoring (understands 1-3, 1-5, 1-10)</th>
<th>reading ability for age</th>
<th>other</th>
<th>___________________________________________________________________</th>
</tr>
</thead>
</table>

**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 ________________________________

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__________________________________________________________

Summary of _______ views about ________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Summary of _______ views about ________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
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.
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:
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:
Assessments

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.

W hy 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.

W hat 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.

W hat 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.

W hat 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)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Envelope" /></td>
<td><img src="image2" alt="Plant" /></td>
<td><img src="image3" alt="Hammer" /></td>
<td><img src="image4" alt="Washing Machine" /></td>
<td><img src="image5" alt="Cup" /></td>
</tr>
<tr>
<td><img src="image6" alt="Bathtub" /></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><img src="image7" alt="Clock" /></td>
<td><img src="image8" alt="Toothpaste" /></td>
<td><img src="image9" alt="Toothbrush" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image10" alt="Mop" /></td>
<td><img src="image11" alt="Pram" /></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><img src="image12" alt="Phone" /></td>
<td><img src="image13" alt="Trash Can" /></td>
<td><img src="image14" alt="Shopping Cart" /></td>
<td><img src="image15" alt="Pot" /></td>
<td><img src="image16" alt="Notebook and Pencil" /></td>
</tr>
<tr>
<td><img src="image17" alt="Microwave" /></td>
<td><img src="image18" alt="Bottle" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw or write anything else you do

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6. What does ______________ do at home? (circle round)

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>![Envelope]</td>
<td>![Plant]</td>
<td>![Hammer]</td>
<td>![Washing Machine]</td>
<td>![Coffee Cup]</td>
</tr>
<tr>
<td>![Baby Highchair]</td>
<td>![Bathtub]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw or write anything else you do

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>![Alarm Clock]</td>
<td>![Toothbrush]</td>
<td>![Baby]</td>
<td>![Computer]</td>
<td>![Pocket Watch]</td>
</tr>
<tr>
<td>![Vacuum Cleaner]</td>
<td>![Stroller]</td>
<td>![Phone]</td>
<td>![Microwave]</td>
<td>![Bottle]</td>
</tr>
</tbody>
</table>

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

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7: Timeline

I was born...
Where I am now
The future
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

Draw or stick a picture of yourself here
Think of everyone you know and write, stick pictures or draw them in around you.

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.

Draw lines to them. Use different colours to represent how you get on or how close you are.
11: About my friends

My name ____________________________

Age ______

I see _____________ at

________________________

I like ____________________________

because____________________

________________________

________________________

Picture of ________________________
12: About my mates
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have your own door keys?</td>
<td>Who says what clothes you wear?</td>
</tr>
<tr>
<td></td>
<td>Who buys your clothes?</td>
</tr>
<tr>
<td>Do you get pocket money or an allowance?</td>
<td>Who decides when you can and can’t go out and what time you have to be in by?</td>
</tr>
<tr>
<td>Who decides who you hang out with?</td>
<td>What else?</td>
</tr>
<tr>
<td>Who does the cleaning?</td>
<td>Do the boundaries feel right?</td>
</tr>
<tr>
<td>Who pays the bills at home?</td>
<td></td>
</tr>
<tr>
<td>Who gets food ready?</td>
<td></td>
</tr>
</tbody>
</table>

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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
<table>
<thead>
<tr>
<th>What is near your home?</th>
<th>Is your neighbourhood safe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like to do, where do you go, are there places to hang out?</td>
<td>Draw or write a map or guide.</td>
</tr>
<tr>
<td>What is near your home?</td>
<td>Is your neighbourhood safe?</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><img src="image1" alt="Drawing of a house" /></td>
<td><img src="image2" alt="Drawing of a tall building" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you like to do, where do you go, are there places to play?</th>
<th>Can you draw or write or describe it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Drawing of a house" /></td>
<td><img src="image4" alt="Drawing of a house" /></td>
</tr>
</tbody>
</table>

'Say it your own way' © Queen's Printers and Controller of HMSO [2006]
| 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? | _________________ |

"Say it your own way" © Queen’s Printers and Controller of HMSO [2006]
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?
19: 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....

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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

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27: How you are feeling?

[Image of various facial expressions]

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28: How are you feeling?

Choose from the words or pictures

- Cross
- Bored
- Annoyed
- Relaxed
- Nervous
- Calm
- Sad
- Happy
- Quiet
- Good
- Nothing
- Scared
- Excited
- Comfortable
- OK
- Funny

'Say it your own way' © Queen’s Printers and Controller of HMSO [2006]
29: How are you feeling?

<table>
<thead>
<tr>
<th>Bored</th>
<th>Sad</th>
<th>Annoyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>Funny</td>
<td>Happy</td>
</tr>
<tr>
<td>Calm</td>
<td>Comfortable</td>
<td>Nervous</td>
</tr>
<tr>
<td>Relaxed</td>
<td></td>
<td>Quiet</td>
</tr>
<tr>
<td>Scared</td>
<td>OK</td>
<td>Cross</td>
</tr>
<tr>
<td>Good</td>
<td>Excited</td>
<td></td>
</tr>
</tbody>
</table>

'Say it your own way' © Queen's Printers and Controller of HMSO (2006)
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
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?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Scissors" /></td>
<td><img src="image" alt="Pot" /></td>
<td><img src="image" alt="Knife" /></td>
</tr>
<tr>
<td><img src="image" alt="Ladder" /></td>
<td><img src="image" alt="Match" /></td>
<td><img src="image" alt="Socket" /></td>
</tr>
<tr>
<td><img src="image" alt="Broken bottle" /></td>
<td><img src="image" alt="Bucket" /></td>
<td><img src="image" alt="Ball" /></td>
</tr>
</tbody>
</table>

'Say it your own way' © Queen's Printers and Controller of HMSO [2006]
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
I am _______ years old

Where I live is...

I live with...
My favourite colour is...

I like to eat...

I like to spend time with...
What makes me who I am?
<table>
<thead>
<tr>
<th>I am like my</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am different from this person</td>
<td>because</td>
</tr>
<tr>
<td>I am like my</td>
<td>because</td>
</tr>
<tr>
<td>I am different from this person</td>
<td>because</td>
</tr>
</tbody>
</table>
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
41: More about me

I like...

I don’t like...
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>42: More about me</strong></td>
<td></td>
</tr>
<tr>
<td>To understand me you</td>
<td>I like to go</td>
</tr>
<tr>
<td>need to know...</td>
<td></td>
</tr>
<tr>
<td>I hang out with</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I’m into</td>
<td>Stuff I like to do</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Important people to me</td>
<td>Other important</td>
</tr>
<tr>
<td></td>
<td>information</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Billiards</th>
<th>Mobile Phone</th>
<th>Bowling</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Swimming</td>
<td>Chess</td>
<td>Guitar</td>
</tr>
<tr>
<td>Listening</td>
<td>Dancing</td>
<td>Watching TV</td>
<td>Playing football</td>
</tr>
</tbody>
</table>
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
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...

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
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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 ____________________
________________________________________
53: At school/college
54: At school/college
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens on the days when other people are at school but you are not? Can you describe your day?</td>
<td>What do you do?</td>
</tr>
<tr>
<td>Where do you go?</td>
<td>What could help you get back to school?</td>
</tr>
</tbody>
</table>

55: Out of school on a school day
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
- Having your things or money taken
- Being left
- Being pushed or pulled about
- Being hit
- Being teased
- Having rumours or lies spread about you or someone close to you
- 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.
<table>
<thead>
<tr>
<th>For you</th>
<th>After school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>For your family</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Draw or write on the bricks