**SOCIAL SERVICES AND WELL-BEING (WALES) ACT**

**CASE STUDY**

**Nathan, Jessie and Anna**

In this case study an assessment for eligibility might be made on the basis of information from a range of sources, including the children themselves, the family, school, or any other person or professional involved. The way in which this information might have been collected will have been carefully designed to be appropriate to the child’s age, abilities and interests. The following summarises the information collected and how it informs the determination of eligibility:

1. A bit about Nathan, Jessie and Anna

Nathan likes football and skateboarding. He likes being outside doing stuff. Jessie likes dancing and Anna is very quiet and likes reading and drawing. They all like animals especially the dog Benji. Nathan is 10 years old, Jessie is 8 and Anna is 7, and they live with Mum and Dad. Their house is on a main road and they don’t have a garden but it’s opposite a park which Mum lets them play in sometimes.

1. A bit about what’s been happening

Mum and Dad have been shouting a lot. Dad lost his job and hasn’t been able to find a new one yet. Mum is angry with Dad and she wants him to get a new job. Dad is trying to find one but he can’t which makes him sad. Dad drinks a lot to cheer himself up but they don’t think it works.

1. What concerns the children most

They hate it when Mum and Dad start shouting at each other. Sometimes it can go on all night and they get frightened and don’t sleep which makes them really tired. Sometimes the teachers tell Nathan off for not listening. He doesn’t mean to not listen but sometimes he is really tired and finds it really boring. People know he is having a bad day because he shouts at them and sometimes he lashes out at his friends with his fists. Anna and Jessie also get very tired and find it difficult to concentrate sometimes but they do not shout.

1. What matters to Nathan’s family most

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| **National Outcome framework** | **What matters?** |
| Well-being | Feeling happy in our family  Getting on with people at school |
| Physical and mental health and emotional well-being | Not to get so angry  Not to feel sad or frustrated |
| Protection from abuse and neglect | To feel safe |
| Education, training and recreation | Get on well at school, to get a good job one day |
| Domestic, family and personal relationships | Fighting to stop  Dad not to drink so much |
| Contribution made to society |  |
| Securing rights and entitlements |  |
| Social and economic well-being | Dad to get a new job so Mum and Dad don’t fight about money |
| Suitability of living condition |  |

1. Could support help the family to achieve the things that matter?

* Mum and Dad think they need help with looking after the children and to have less arguments
* Mum thinks Dad needs help to stop drinking
* The school thinks Nathan needs some help to manage his behaviour in the classroom
* Nathan, Jessie and Anna are not sure what support is needed but are unhappy

1. The risks if the family does not get support

* Their problems will get worse and impact even more on the children – particularly the drinking and fighting
* Nathan and Jessie and Anna’s emotional health will be affected and they could have more problems in school

1. The skills and strengths Nathan’s family has that can help them achieve the things that matter

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| --- | --- |
| Internal strengths | They love each other and want to be happier |
| People who give them strength | Nanny and grandad are very supportive of the family |
| Things they are proud of | Nathan is proud of being on the football team  Jessie is proud of being able to tap dance  Anna is proud of her reading |
| Any other strengths | The children do help around the house |

1. What skills, capacity and support do friends and family have to offer that might help?

* Nanny and grandad do pick the children up once a week from school and give them tea and help homework but they can’t do more.

1. What skills, capacity and support does the community have that could help?

* Mum and Dad do not have a very good relationship with neighbours and are quite lonely.
* The children do each get involved with out of school clubs.

1. Are the skills, support and capacity available sufficient to enable the family to achieve the things that matter?

**No:**

* Mum and Dad need help with caring for the children and to have less arguments and stop drinking and there is no support available locally without a care and support plan
* Nathan needs help to manage his behaviour in the classroom
* Anna seems to be very quiet and unhappy and withdrawn and more time is needed with her to understand her and her situation
* Without a multi-disciplinary, coordinated plan the desired outcomes are unlikely to be achieved

1. Eligibility Determination

* Eligible for care and support as:
* If the need is unmet it is likely to have an adverse effect on the children’s development.
* It relates to their maintenance or development of family or other significant personal relationships.
* The needs of the children cannot be met through services in the community accessible without a care and support plan, by the parents or by any other means.

1. The children are unlikely to achieve their personal outcomes unless the local authority arranges care and support.