



CFW - West Lancs

Tel:
Fax:

Early Help Assessment

Details of Axel Muganwa Rudakubana, 16 years

Family Name	Rudakubana	Given Names	Axel Muganwa
Actual DOB	07-Aug-2006	Gender	Male
Ethnicity	D2 - African	Primary Language	
Case Number	DPA		
Primary Address	10 Old School Close Banks Southport Lancashire PR9 8SB	Telephone (Mobile Phone)	DPA
		Mobile	DPA
Date Early Help Assessment Started:	04-Apr-2023		
What level of assessment is required?	Full System Early Help Assessment		

A: YOUR CHILD/YOUNG PERSON'S DETAILS

Child/Young Person

Full Name	Axel Muganwa Rudakubana
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Educational Establishments

All Educational Establishments

Establishment	Local Authority	Started On	Ended On	Absences	Exclusions
ORMSKIRK - THE ACORNS SCHOOL		17-Oct-2019	18-Apr-2022	-	-
Presfield School Southport		19-Apr-2022		-	-

Immigration Details

Immigration Status	
Has the family come to the UK under a refugee resettlement programme, such as the Syrian Resettlement Programme, the Gateway Protection Programme or the Vulnerable Children Resettlement Scheme?:	

B: WHO ARE THE CHILDREN AND YOUNG ADULTS IN YOUR HOUSEHOLD/FAMILY

Family / household members and significant others

Name	DOB	Gender	Relationship	Address
Mr Dion Rudakubana	DPA-2004	Male	Brother	10 Old School Close Banks Southport Lancashire
Mr Alphonse Rudakubana	DPA-1975	Male	Father	10 Old School Close Banks Southport Lancashire
Mrs Laetitia Muzayire	DPA-1972	Female	Mother	10 Old School Close Banks Southport Lancashire

C: SERVICES SUPPORTING YOUR FAMILY

Key Agencies

Type	Person / Department / Organisation	Start Date	End Date	Contact No	Social Care	Comments
School	Presfield School Southport	19-Apr-2022			<input type="checkbox"/> No	
CAMHS	Ms Samantha Steed - CAMHS, Sefton	12-Jan-2022			<input type="checkbox"/> No	
GP Surgery, Health Centre, Clinic	Roe Lane Surgery	24-Jun-2021			<input type="checkbox"/> No	

D: WHAT'S HAPPENING FOR YOU AND YOUR FAMILY

What has led you to request support for your child(ren) and your family?	<p>Axels mental health has declined which has led to him spending most of his time at the family home reluctant to leave. Axel and Dad state that he is spending most of his time on the Livingroom sofa. Axel is also attending school a very minimal amount, and showing a lot of reluctance to attend. Axel states that the classroom environment is challenging due to the noises, however finds the 1-to-1 boring and struggles to engage. Axel is currently on sertraline 75mg and this has somewhat helped, however Axel is now suffering the side effects of this such as tiredness and lack of appetite leading to significant weight loss, something that has been a concern in the past due to Axel small frame.</p> <p>Positively Axel and Dad both report there is less conflict between the two of them compared to the past, which has led to a calmer home environment.</p> <p>Dad has expressed that he is concerned that Axel's mental health is declining, and is worried he is not being supported and encouraged enough at school. Dad has also stated he is worried about how isolated Axel is as he does not have any friends in the local area.</p>
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E: FAMILY RADAR: ABOUT YOUR CHILDREN AND FAMILY

Completed By Professional and Parent

Our Family Chart

Thinking about the different areas of family life; What do you think is going well for your child(ren) and family? What you are concerned about? What do you think is having an impact on your child(ren)? Where do you want to make changes? What are the views of the people supporting you?

	Feeling Safe	Being Well (body and mind)	Home and Money	Friends, Relationship and Support	Work, Education and Learning	Goals and Ambitions	Feelings, Behaviours and Choices	Boundaries and Behaviours
Current Score	5 Achieving	3 Exploring options	5 Achieving	2 Ready for change	1 Stuck	3 Exploring options	4 Taking action	3 Exploring options

Our Family Notes

Feeling Safe	<p>Dad states that the family safe and there is no longer any violence in the home. Dad also states there has not been any incidences recently of Axel lashing out.</p> <p>Axel states he does not feel at risk at home or school. Axel also states he does not feel at risk outside, he just does not like it.</p>
Being Well (body and mind)	<p>Dad and Axel state that Axel is on Anti depressants, 75mg of sertraline. Dad say's that this has improved Axel's mood, however he is suffering side effects from this such as tiredness and lack of appetite. Dad states that he and Mum are both okay, however worried about Axel. No physical health concerns reported.</p> <p>Axel states that he has no physical health concerns, however is currently taking sertraline to support his low mood and anxious feelings. Axel states his anxiety is not at it's worst, and expressed he wants to try harder to go to school. Axel states he is often down stairs on the couch due to laziness, and the sofa being a comfort to him. Axel states that his eating has reduced due to it taking too much effort to eat. Axel states he has not had any anger out bursts in a while, and does not have any suicidal thoughts or any self harming.</p> <p>CAHMS and health information requested, not yet received.</p>
Home and Money	<p>Dad states they are happy with the home and neighbourhood, however is worried that Axel is isolated as he does not often leave the home and does not have any friends in the locality.</p> <p>Axel has reported there are no concerns</p>
Friends, Relationship and Support	<p>Dad states there is no support from family or friends and Axel is isolated with limited contact to those outside the home.</p> <p>Axel states he has very minimal interactions with people and he would like to improve this. Axel states that his relationships with family are fine, and he does not wish to change this.</p>
Work, Education and Learning	<p>Dad states that Axel's engagement in school has been very limited, sometimes only going once a week. Dad stated that Axel does not like the teachers and is easily bored. Dad states that Axel has been out of education for some time and feels that the current school has not put enough effort to build a relationship with Axel. Dad states that both he and Mum are in secure jobs.</p> <p>Axel states he is planning to go to school more deepening on the timetable and the support offered. Axel states that he cannot cope with the noises of the mainstream classroom. Axel states he behaves when in school and the 1-to-1 support he gets is good and feels they listen to him.</p> <p>School stated that they do not have a report for Axel as he has not been attending consistently enough for them to provide one. School state that they were informed from his previous school that he is intelligent and very capable. School state they have made accommodations for Axel by changing his tutors when asked and providing him with the opportunity to study German, however engagement has still been up and down.</p>

Goals and Ambitions	<p>Dad states he wants Axel to be back in school and improve his mental health and wellbeing. Dad would also like Axel to improve his social skills and as a minimum achieve the core GCSE's to attend college.</p> <p>Axel would like to get out the house more, improve friendships, go to school more and start his own business.</p>
Feelings, Behaviours and Choices	<p>Dad states there has been less conflict with Axel. Dad also states Axel does not have any boundaries as such as he currently does not leave the house or engage in poor behaviour, however feels that Axel would not respect structured boundaries. Dad states they have unspoken boundaries, but Axel is not a person who will follow instructions, he would cross the boundaries and cause conflict</p> <p>Axel states that he feels neutral and his biggest trigger is if he was pushed to do too much. Axel states that is he has big feelings he will ignore them and go silent instead of asking for support. Axel states he feels in control of his life but also feels he does not get to make many choices for himself. Axel states he is not likely to ask people for help if he needed it.</p>
Boundaries and Behaviours	<p>Dad states that currently Axel's behaviours not too bad however this is due to being isolated and always at home. Dad feels that Axel needs work on his social skills. Dad feels that Axel is making poor choices in regard to not attending school, and not wanting to go out side, Dad state he is aware that Axel is also suffering with his mental health which will impact these choices.</p> <p>Dad has no concerns about Axel's online behaviours.</p>

F: LISTENING TO YOUR CHILDREN

<p>What are the child(ren) / young person's thoughts about the situation? What do they feel is going well? What are they worried about and what do they feel needs to change? (Professionals can use the activities available in the Enabling Children's Voice Toolkit to support this section)</p>	<p>Axel has identified that he is struggling to leave the home and attend school. Axel states that he feels anxious when he goes outside, but struggles to pinpoint what it is exactly making him feel that way. Axel states he sometimes struggles with noises which makes school particularly difficult, and also impacts his ability to engage in social activities. Axel has asked for direct support for his anxiety and has asked to be taught coping skills to help him manage the feelings. Axel states that things in the home are better than previously as there is less conflict between himself and Dad, and older brother mostly lives at university.</p>
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G: YOUR FAMILY'S STORY

<p>Have you, your child(ren) or family members needed support in the past? What was it for? Who did you get support from and what helped?</p>	<p>The family have received support from the service in the past. 2019 Axel was referred to the service for taking a knife to school due to bullying, this was then escalated to children's social care. Axel was referred in again in 2020 due to social isolation, the case was then closed due to covid restrictions. Axel was referred in again in 2020 for support with peer relationships and being out of education, and family relationships, upon closure Axel had a diagnosis of ASD and was back in school. Family relationships also approved and the conflict between Dad and Axel. Axel was again referred in 2021 due to anxiety, not in education, social isolation and parenting strategies. Axel received support from Carl Coughlin for targeted youth support, Dad completed triple P and Axel received a new school place.</p>
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H: NEXT STEPS

Thinking ahead, what do you want to see change for your child(ren) and family? How would you like day to day life to be?

What are the key things you and your child(ren) need support with?	What needs to happen to change this?	Who needs to be involved?	How will things be better for your child(ren) when this changes and how will we know?
Axel has identified that he is struggling to manage his anxious feelings and is remaining within the home and becoming more isolated because of this.	CFW to complete 6 direct work sessions to explore coping skills. Axel has identified that he likes quick sessions, so this will be incorporated. 1 W/C 22-05-23 What is Anxiety Cycle of Anxiety 2 W/C 29-05-23 Intro to Anxiety countering anxiety 3 W/C 05-06-23 Healthy vs unhealthy coping 4 W/C 12-06-23 Coping skills - Anxiety 5 W/C 19-06-23 Fight or flight Challenging anxious thoughts	CFW	Axel will have a tool bag of coping skills to use when the anxious feels become to much. Axel will be able to partake in activities and be able to manage the feelings that may arise.
As Axel has a history of being at risk of being groomed and as he is currently not accessing education consistently and is on line a lot evidence shows that this risk could be escalated.	CFW to complete CE tool	CFW	Complete - Axel scored green indicating Axel is at low risk of exploitation.
Axel is becoming more anxious and isolated	following the direct work with FIS, Axel needs to be able to put the skills into practice and increase his social skills. CFW to complete referral to the Targeted youth support at week 3 of the direct work.	CFW	Axel will be supported to access social activities in his area and improve his isolation.
Axel is struggling to engage with school	School to explore ways to improve Axels engagement and improve relationships. CFW to explore barriers to attending with Axel.	School CFW	School have offered a change to the teachers that Axel can work with as well as offered specialised subjects such as German, however Axel continues to struggle to engage.
CAMHS have currently been unable to provide a report.	Invite to the TAF meeting to be sent to the CAMHS key worker and plan updated from this.	CFW CAMHS	All TAF members will have a true picture of what support is already in place and any gaps in the support will be identified.

A Team Around The Family (TAF) meeting will bring together the people who are supporting your family and are a part of your plan, are you in agreement for this to be arranged?	Yes
When and where would you like your TAF meeting to be held? (This should be within 10 days of completing Your Family's Early Help Assessment).	25-May-2023 16:00
Venue	Teams
Who do you feel would be the ideal person to be your Lead Professional?	Ashleigh Williams

I: ANALYSIS & RECOMMENDATIONS

How is what is happening with the family impacting on the day to day lives of the children? What are the strengths, protective factors and levels of resilience within the family? Are the family ready to make change? What needs to happen to improve outcomes for the children and young people now and over the coming weeks? What are the concerns if no changes are made?

Positively it is evident through the assessment process that previous interventions for the family have still had an impact on them. Dad reports that the conflict in the home is much less, Axel is not behaving aggressively towards family or peers, Axel still has a school place and he is somewhat engaging with CFW. Axel has been referred to the service due to his anxiety increasing again and lack of attendance at school. Axel states he is struggling to attend school due to it being "boring" however Axel also admits to feeling more anxious, but he does not agree that school makes him feel anxious. Axel states that he prefers the 1-to-1 sessions he is offered from school due to the classroom setting being too much for him. Axel's school have actively worked hard to accommodate Axel to fit his needs and have recently offered to teach him German in order to keep him engaged. Axel's attendance is currently sporadic, positively his attendance is improved compared to the past and in the past few weeks Axel has put more effort into attending. Axel has specifically asked for support for his anxiety to improve his coping mechanisms. Axel has also stated he would like these sessions to be quick in order to have an impact and to keep him engaged. CFW will complete these sessions using resources from therapist first aid. These resources can also be left with Axel after each session to allow him to continue his home learning and ensure the skills learnt have the opportunity to manifest. This will likely benefit Axel as he is known to like to do his own research.

The assessment has shown that Axel is very isolated and his social interactions are limited to mostly family. This will likely negatively impact Axel's mental health, and cause him to become more isolated and could then risk a reoccurrence of previous family relationship break down. To help support this CFW will refer Axel to the youth support team to receive support to explore improving his social isolation, this will also provide him with the opportunity to solidify his coping mechanisms and ensure he can use the skills in a controlled way.

Although school have been seen to be very accommodating to Axel, it is clear he is still struggling to attend. School need to continue to improve the relationship with Axel to ensure the school place does not breakdown, leaving Axel with no education.

CFW will also work with Axel to explore barriers and how engagement can be improved. The plan does relay on Axel remaining engaged, however during the last few weeks this has been hard for him due to his high levels of anxiety.

CFW will continue to work around Axels schedule in order for him to engage, however Axel needs to be encouraged by family and CAMHS to remain engaged and involved in the work as it is unlikely that change will occur without this support in place.

Completing the anxiety work will be valuable to Axel moving forward, particularly as he enters adulthood and will need to become more independent. CFW would ask that family do not enable Axels disengagement in order for him to get the most out of the service as he can.

It is my professional opinion that this case sits at level 3 on the continuum of need and that if all agencies work together with the family positive outcomes are likely to be seen.

J: ABOUT THE PROFESSIONAL COMPLETING THIS FORM

Date Assessment Completed 21-May-2023

Version no. 1

ASSESSED NEEDS

Safeguarding	No Safeguarding Assessed Needs
Health	Child/Young Person emotional health and wellbeing needs Child/Young Person with mental health needs
Resilience	No 'Resilience' Needs in Family
Learning	Child/Young Person school attendance below 90% Disrupted Education
Work	No 'Work' Needs in Family
Community	No 'Community' Needs in Family

Attachments (0)

Attachments

There are no attached documents