



## Young Person's Supported Accommodation Non-Emergency Assessment and Referral Form Guidance

This guidance is designed to support the completion of the Young People's Supported Accommodation (YPSA) Non-emergency Assessment and Referral form, so that well-informed decisions can be made about where best to support and accommodate young people in the YPSA service.

### Completing the form:

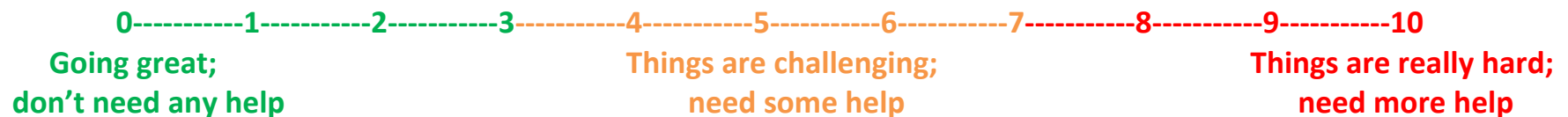
- The form must be completed **WITH** the young person and in **FULL**, so that their voices and opinions are clearly represented, and captured by the professional completing the form. This form will generally be completed by Social Workers, Leaving Care PAs or District Council Housing Officers. Where other professionals are working with a young people, it may be helpful to gather their input on the contents of the form.
- The young person's consent must be given to pass this information across to the parties outlined in the form and the YPSA providers.

- There does not need to be a handwritten signature in the declaration box at the end of the form in order for it to be accepted. A typed signature will be taken to mean that the young person and professional has contributed to the opinions and information detailed in the form, and that they have given their consent for the information to be shared.
- Please email the completed form to [placementserviceadmin@oxfordshire.gov.uk](mailto:placementserviceadmin@oxfordshire.gov.uk)

### Ratings scales:

- The ratings scales section is designed to capture a young person's sense of how they feel they are doing across several areas (called 'domains'). This is a subjective rating according to their own perspective, and one which should helpfully flag any areas the young person may need more support with. We can use it to ask young people where they would prefer their scores to be, and what they think they would need to get there.
- There is a box at the end of the ratings scales for the professional to flag any differences between how the young person chose to score themselves and how the professional would perhaps have rated them. These are important differences in scores to note and may contribute to discussions with the young person, giving professionals another opportunity to learn about the young person's world. The young person does not need to change their scores to match the ones a professional would have given them – the rating system is a subjective measure of how they feel things are.

- Scores can be referred back to in future assessments in order to track any progress, plateauing or deterioration in how a young person feels they are doing.
- The scale direction (0-10) and scale domains have been informed by the Needs Assessment tool which is now completed by Children’s Social Care for all young people entering care and to track changes/ progress through their time in care, by reviewing the scales with the young people at various time intervals. This scaling has been included in this form so that it can track change/ progress for all young people entering the YPSA, regardless of legal status. There is consequently no need for any professional to complete a separate needs assessment form for entry or transfer to the YPSA pathway.
- Scores are scaled from 0 – 10, with 0 representing things going very well and 10 indicating there are lots of problems.



- The green, amber and red points of the scale can be translated into the following:

**0-3 - indicates no reason to believe that the young person requires any action or support on this domain. As the scale increases towards 4, there may be a need for monitoring or preventative action to keep the item at the green end of the scale.**

**4-7 – indicates the young person is having some difficulties in this area and needs timely support to address the problem(s) and need(s) and prevent them from worsening.**

**8-10 – indicates a need for immediate support and collaborative intervention with the young person, other professionals and supportive others in their networks.**

#### Examples of rating criteria:

**NB: These are examples only and are unlikely to be representative for all young people, given that every young person's context and lived experience is different. They may be helpful as discussion points to help the young person consider where their current situations fall on each scale. The examples below are a guide; the young person may have other reasons for giving each domain a certain score.**

## 1. Family relationships

This domain is used to identify how the young person experiences their family interactions and relationships. This might be affected by the young person's experiences of being parented or what it means to be in their family, or perhaps by recent events within the family that have brought them into care and/or to the YPSA.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>What are my relationships like at the moment with my family compared to how they have been in the past?</li> </ul>	0-3	The young person experiences their family, any contact with the family and what it means to be in their family as very positive. Contact with family may be more frequent, they may have ongoing close relationships with members of the family and things might have improved for their family compared to the past, possibly as a result of changed living circumstances. The young person may not currently live with their family but believes their influence has been largely beneficial and feels positively towards them.
<ul style="list-style-type: none"> <li>Do I currently have contact with my family members and how do I feel before / during / after contact?</li> </ul>	4-7	There are some difficulties with family members, with how the young person has experienced being in the family, or the beliefs the young person has developed about themselves / others through being in the family. There may be some supportive family members or some positive aspects to family life that they have experienced in the past or continue to experience now. Contact may be ongoing and may be experienced as positive some, but not all, of the time.
	8-10	The young person has had difficult, fractured, traumatic or abusive experiences of family life that were very unsafe. This may have been experienced indirectly, between family members, or directly towards the young person. The family structure may have changed multiple times and the family story may be punctuated by adverse life events. The young person may have no contact with family at all or contact may be perceived as negative and emotionally painful by the young person.

## 2. Friendships / close relationships that feel positive to me:

This domain is used to identify how the young person experiences friendships, partners or other significant relationships. These relationships may be difficult if they have experience of problematic developmental relationships, or may feel significantly easier than family relationships and protective for their wellbeing.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>Who are the important people in my life and how do I feel they influence me?</li> </ul>	0-3	<p>The young person has a good network of friends, professionals and supportive others in their lives and feels there are people to help them if they are experiencing difficulties. Relationships feel safe in terms of activities and time spent with others, and may have a positive impact on mood. People in their lives are not exploitative, threatening or unsafe.</p>
<ul style="list-style-type: none"> <li>Do I feel positive during and after my interactions with people in my network?</li> </ul>	4-7	<p>There may be some difficulty making friends or easily trusting / relating to others. Relationships may be turbulent with some episodes of conflict. The young person may not feel supported by other people all of the time and may have periods of withdrawal or feeling isolated. This may feel safer than being with others due to previous unsafe experiences. There may be some people the young person knows who would be likely to engage in risky behaviours or have a negative influence on their mood or behaviour.</p>
<ul style="list-style-type: none"> <li>Do I feel emotionally close to people or would this feel unsafe for me?</li> </ul>	8-10	<p>Relationships may be characterised by conflict, physical or verbal violence, and pose a risk to the young person's mental or physical health and wellbeing. People whom the young person associates with may put them at risk of exploitation or unsafe behaviours, and the young person may feel obliged to take part.</p> <p>The young person may not have any positive relationships in their life or seek to avoid relationships altogether due to difficulties trusting others and past experiences of being hurt. They may feel emotionally alone even when with others or may feel it wouldn't be safe to let themselves be truly emotionally 'known' by others, so feel emotionally cut-off in their relationships.</p>

### 3. Progress at school/college/work/training:

This domain is used to identify how the young person feels they are doing in their education, employment or training.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>Am I making progress and getting to where I want to be in education/work/training, with enough support?</li> </ul>	0-3	<p>The young person has a well-established routine of attending school/college/work/training and is finding this rewarding and in line with the goals they have for the future. They may feel well-supported at their place of education/work by teachers/supervisors who help to support their progress or get them back on track if they find things hard. The young person can see that they are progressing and can name achievements they have gained in their education/work.</p>
<ul style="list-style-type: none"> <li>Do I have a clear goal in mind and am I being heading towards it?</li> <li>Do I feel supported in my education / training? If not, who could help with this?</li> </ul>	4-7	<p>The young person feels somewhat engaged in their work/training but may have inconsistent patterns of attendance or engagement with what they are doing. They may have equal numbers of challenges and achievements in relation to their learning/work, so motivation can fluctuate, and they do not consistently feel successful. There may be some links with supportive others in their work or educational settings, but these connections could be strengthened to help the young person to flourish. It is worth exploring whether their courses or trainings are in line with their goals and vision for the future, as this may also be impacting upon motivation and enjoyment.</p>
	8-10	<p>The young person feels disconnected from or rejecting of education/employment/training (EET), perhaps due to previous experiences that have been aversive. They are not attending EET, perhaps due to feeling they have no sense of their goals, ambitions or how to work towards these. They may find it intimidating to think about the future or to make plans for this, and perhaps prefer to rely on day-to-day living rather than working towards certain goals or milestones. Previous experiences of schooling may have been characterised by under-achievement and punitive experiences, such as exclusion, discipline, isolation, bullying or a sense of not belonging. It is worth exploring with the young person how their life would look if they were happy, as this may reveal unexpressed interests or values they hold but have not previously had support to think about.</p>

#### 4. How I feel about myself and my life:

This domain is used to give an indication of a young person's self-esteem, sense of identity and what kind of relationships they have with their internal feelings, beliefs and sense of self. NB: These are highly likely to correlate with how the young person experienced early and subsequent relationships, and ratings of 0-3 may therefore be rare amongst the young people we care for.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>• How do I feel about myself and talk to myself in my mind?</li> <li>• Do relationships feel safe and rewarding or would being close to others feel like a huge risk?</li> </ul>	0-3	<p>The young person may have had difficulties in their life but in spite of these has self-esteem and resilience, so are likely to be able to also reflect on positive experiences alongside the difficulties. They may still be knocked by events but can move on from set-backs by being flexible or adaptive. Similarly, their response to criticism / conflict may also be to adapt and learn from it, rather than to be caught up in extreme emotional responding. The young person has a sense of themselves as a good enough, loveable or worthy person and has some sense of their identity (NB: identity continues to emerge and develop during young adult years) which helps them withstand challenges. They can accept care from others, feel part of a group/as though they belong, and are able to care for themselves. They can treat themselves kindly at least part of the time and may also care for others in kind ways. The young person has developed some helpful ways of understanding, regulating and communicating their feelings and behaviours.</p>
<ul style="list-style-type: none"> <li>• Do I react to criticism or setbacks in very extreme ways or can I cope well with challenging feelings?</li> </ul>	4-7	<p>The young person's senses of themselves and others as trustworthy and loveable might fluctuate. They may be weary of relationships based on past experiences, but have still developed some trusting relationships with time. They may feel close to these friends or supportive others, and can enjoy / feel able to be themselves in these relationships. Relationships may not always feel straight forward and may be punctuated by conflicts, but there is repair of these ruptures at least some of the time. The young person may have some sense of what they would like for their future, and can be supported to think about how to get there.</p>



<ul style="list-style-type: none"> <li>Do I have a sense of my developing identity and who I want to be in the world?</li> </ul>	8-10	<p>The young person may feel unable to be themselves, or to show their true selves to others. They may experience other people as dangerous, abandoning or unpredictable. The young person may have had abusive or exploitative experiences of relationships in the past and seek to push others away entirely, or can fluctuate between inviting and rejecting relationships. This can seem self-sabotaging at times but is driven by fear and survival mode. The young person may not have been helped to feel good about themselves in early relationships, so can struggle with self-esteem/self-blame, self-harm and a very critical inner voice. They may find ways of self-soothing that can also be harmful, such as drug or alcohol use, and are vulnerable to exploitation from groups who offer a sense of belonging and identity. Thinking about the future can be very challenging and it can also feel hard to imagine a happier life for themselves, particularly if they have been made to feel unworthy and shameful by earlier life experiences.</p>
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## 5. Mental wellbeing:

This domain is used to give an indication of how the young person feels emotionally, irrespective of any opinions / diagnoses or support they may have received from professionals or mental health services. Mental wellbeing can encompass mood, happiness levels, sleep, ability to understand and cope with emotions, whether they are often fearful / remembering traumas, how often they feel up and down in their emotional state etc.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>How do I feel day-to-day in my mood?</li> <li>Do I feel happy often enough?</li> <li>Do I ever relive difficult experiences</li> </ul>	0-3	<p>The young person feels like their mood is generally stable overall and feels reasonably upbeat. They are likely to have had fewer adverse childhood experiences but that is not to say their lives have been free from difficulties. They can generally think positively or in a balanced way that isn't predominantly fearful or expecting the worst. They have awareness of their emotional states, what triggers their feelings, and what to do that helps. This may include strategies such as relaxation or breathing techniques, seeking the comfort of friends or supportive others, playing sports or music etc. They find these tools are helpful for regulating their mood and emotions. They are unlikely to be harming themselves or engaging in risky behaviours that put them at levels of risk outside typical adolescent/young adult activity. Any worries, lower moods, memories of difficult events</p>

<p>even though I don't want to think about them?</p> <ul style="list-style-type: none"> <li>Do worries keep me awake at night and stop me from sleeping / engaging in routine?</li> </ul>		<p>etc. do not last for protracted periods or regularly get in the way of them doing the things they want to do in life.</p>
	<p>4-7</p>	<p>The young person has greater fluctuations in mood, emotionality and functioning (i.e. can't always engage in things they want to do so this does have an impact on their life). There may be some difficulties sleeping as a result of worries or intrusive memories about past or future. They may have periods of avoiding people or activities due to withdrawal or anxiety, but usually these subside after a relatively short period (e.g. 2-3 days). When they don't feel great they may seek out the support of others and have some ways of coping with feelings that might be more or less beneficial (this could include self-harm but not at a high level of risk to life). The young person may or may not be willing to engage with support around their psychological health but is also likely to have some insight into how they feel and what might help.</p>
	<p>8-10</p>	<p>The young person experiences extremes of mood, emotions and/or big fluctuations in emotional state and has little pleasure or enjoyment in life. They are likely to be very preoccupied by their mood / emotions, and feel unable to function well or achieve what they want to in life. Low mood, withdrawn or heightened states may persist over time and appear entrenched.</p> <p>There is likely to have been significant trauma in the young person's life, which may be ongoing. This may make it hard for them to seem and stay present – they may experience feeling like they are not really in their body, or as though they are watching themselves, and they may experience flashbacks or memories about their past. It might be hard for the young person to feel a strong sense of who they are, and they may interpret their emotional experiences in a self-blaming or self-critical way. Young people will vary into how much insight they have regarding their psychological health and also how able they feel to talk about it. If there are concerns for mental wellbeing by professionals but very low insight (beyond not wanting to talk about it), then this raises a young person's risk significantly.</p>

		<p>There may be extreme self-harm or suicidal thoughts / plans which need to be explored with the young person and planned around so that they can be safer. The young person may have acted upon these plans in the past. They may not have many adaptive coping strategies that help them to feel soothed or regulated and/or seek comfort from alcohol or substance abuse. Impulse control might be a challenge due to lack of opportunity for this to develop within nurturing early relationships.</p> <p>The thoughts and feelings the young person experiences are very likely to impact on sleep, self-care and routine, and interpersonal relationships may be fractious, intense, exploitative or put them at further risk of abuse or harm. (NB: If the young person experiences voice hearing or has other sensory hallucinations, it is necessary to ask whether this causes them distress as voice hearing is not an immediate indicator of poor psychological health.)</p>
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## 6. Physical health and wellbeing:

This domain is used to give an indication of how well the young person feels physically, and whether there are significant barriers or challenges to their physical health that get in the way of their quality of life.

<b>Questions to consider:</b>	<b>Rating</b>	<b>Possible description</b>
<ul style="list-style-type: none"> <li>• How often am I active and do I take regular exercise?</li> <li>• Do I have awareness of which foods increase my chances of being healthy?</li> </ul>	0-3	<p>The young person feels physically fit and healthy and understands the principles of exercising and eating well for health, which they follow most of the time. They have had few or no significant health complications that present ongoing challenges / require extra support. The young person hasn't received any medical/professional advice about changes they need to make to their lifestyle. The young person does not smoke, drink to excess or take recreational drugs, or has since benefitted from support to stop doing so. The young person does not eat too much or too little food, and is not overly preoccupied with their body image (i.e. does not have an eating disorder). The young person does not find that their state of physical health prevents them from taking part in activities they would like to do.</p>

<ul style="list-style-type: none"> <li>Do I have any significant challenges to my physical health and have I had enough support for these?</li> </ul>		<p>NB: Clearly having a disability or illness does not exclude the young person from this category – their rating is guided by how well they feel and their health-related quality of life.</p>
	4-7	<p>The young person may have some current or historic challenges to physical wellbeing. These could be the result of earlier life experiences and/or current lifestyle, but there is scope to help the young person improve on their health outcomes through psychosocial interventions (e.g. increasing access to sports, improving self-esteem, support with cooking balanced meals etc.) The young person may not know much about the impact of nutrition on mood or body function, or have much prior experience of exercise being enjoyable. There may be some health concerns, illnesses or disabilities that are not caused by lifestyle, but which could still indirectly benefit from lifestyle changes alongside other measures, e.g. the benefits of physical activity for pain management. The young person may smoke, drink or take drugs and find it difficult to stop without social support.</p> <p>NB: Any difficulties with disordered eating (over or under-eating, bingeing and vomiting) can impact on physical health and biochemistry so should be monitored by health professionals, even if the young person does not feel their health is impacted severely.</p>
	8-10	<p>The young person has significant challenges to their physical health, which may occur as multiple co-occurring conditions or difficulties. These may be lifelong illnesses or disabilities, or acquired problems that have begun later in life. The young person feels that they interfere very significantly with their health-related quality of life, preventing them from doing what they would like to do. There may be cross-over with the young person’s mental health, such as in eating disorders, severe self-harm, chronic pain, chronic fatigue, which require support to prevent risk from escalating. They are likely to be under the care of specialist health services or require assessment if this is not already the case.</p>

## 7. Leisure (how you spend your time):

This domain is used to give an indication of the time spent and enjoyment derived from doing leisure activities, such as sports, hanging out with friends, art/music, or other hobbies or interests the young person may have.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>• What do I spend my time doing and does it feel satisfying?</li> </ul>	0-3	<p>The young person has a range of social and leisure activities they regularly take part in, which help their mood, sense of fulfilment and wellbeing. They feel there is a good balance between time spent doing things alone and social activities done with other people. They may be interested in exploring new activities and have some confidence in trying new things.</p>
<ul style="list-style-type: none"> <li>• Are there things I would like to do that are not yet doing?</li> </ul>	4-7	<p>The young person has past or present experience of doing some activities, but is not necessarily regularly or routinely involved with anything. They might lack some social interaction and feel isolated at times. They may not know what else they would like to do but would be able to find some options given the right support.</p>
<ul style="list-style-type: none"> <li>• Do I know how I want to spend my time, or do I need some support to explore possibilities?</li> </ul>	8-10	<p>The young person is isolated or cut-off from leisure opportunities, and may lack prior experience of trying new things or integrating with groups of young people. They may have low mood which reduces their sense of enjoyment or pleasure, or perhaps do not know where to begin with trying out new things. They may not have had opportunities to do sports, leisure or social activities earlier in life, so starting some can feel like a huge hurdle. They may experience prolonged periods of isolation or inactivity and boredom.</p>

## 8. Taking good care of myself:

This domain looks at how the young person treats themselves in terms of self-caring activities, both on a practical day-to-day level and also when they don't feel great.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"><li>Do I look after my physical and mental health – in what ways do I do this?</li></ul>	0-3	The young person has a reasonable sense of daily routine and can take good care of themselves. This can include: personal hygiene, taking care of their mental health (e.g. knowing what helps and avoiding what doesn't), eating well, doing some physical activity, socialising / leisure activities, not abusing drugs or alcohol, seeking medical care when unwell, doing activities that feel relaxing and enjoyable.
<ul style="list-style-type: none"><li>Do I have awareness of nutritious foods that increase my chances of being healthy?</li></ul>	4-7	The young person does have some sense of things that help their self-care but does not always feel able to carry them out consistently. They might have peaks and troughs with self-care, perhaps depending what is going on in life, but can usually get their routines back on track with time or with support. Some aspects of looking after themselves may be easier and more regular than others, e.g. showering daily can feel easier than doing relaxing activities when they feel anxious.
<ul style="list-style-type: none"><li>Do I have any significant challenges to my physical health - and have I had enough support for these?</li></ul>	8-10	The young person finds it very challenging to care for themselves, possibly due to low mood, never having experienced good care, or severe self-neglect/dislike. They may feel stuck and like there is little opportunity or motivation for change. They may also feel like they do not deserve good care as a reflection of their psychological state and early experiences, which might have been neglectful or abusive.

## 9. Thinking about goals for my future:

This domain is used to indicate whether a young person has a clear sense of what they would like for their future, and whether they can plan towards this (with support).

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>Do I know what I'd like for my future?</li> </ul>	0-3	<p>The young person has hopes and dreams for their future, and feels able to work towards these by identifying short- and longer-term goals. Thinking about the future may still feel daunting but is not so overwhelming that they cannot do so. The young person can engage in planning / imagining where they would like to get to and have conversations about how to get there.</p>
<ul style="list-style-type: none"> <li>Can I picture where I'd like to be in 1 year, 5 years and 10 years' time?</li> <li>What support do I need to achieve these goals?</li> </ul>	4-7	<p>The young person may have some idea of what they would like to achieve in the future but are not sure whether they can do it (low self-belief), whether anyone will help them or how they would get there. The young person may change their mind or plans regularly, perhaps finding it hard to stick to education, work or training plans, and may not feel they have found the right direction for them. They may be uninterested in everything they have tried so far, and find it difficult to feel enthusiastic about other options in case this continues to happen. Negative experiences of schooling may have impacted on how a young people feels about their future opportunities and whether they have clear ambitions, but they can uncover some interests with the right support.</p>
	8-10	<p>The young person has experienced significant barriers to academic or job-related success in the past, e.g. School exclusions, bullying, feelings of low self-worth, neurodevelopmental or learning difficulties, social isolation. They find it very difficult to contemplate how things could be different for them and to plan for the future, possibly feeling hopeless or angry as a result of prior experiences. Life is not going in the way they would like it to, but it may also be frightening to consider making changes or to do things outside their comfort zone. It may be frightening to accept help and support in relation to this. The young person may also struggle to envisage other aspects of their future, e.g. whether they would like a family, where they would like to live etc.</p>

## 10. Expressing my views and opinions, and being heard:

This domain is used to explore whether a young person is able to assert themselves and feel listened to, in a way that is beneficial to them.

Questions to consider:	Rating	Possible description
<ul style="list-style-type: none"> <li>Am I able to ask for help, assert my opinion and express my views to others with confidence?</li> </ul>	0-3	<p>The young person can express themselves and their views in a way that is usually calm and effective. They have experience of being listened to and having their views respected by friends, adults and professionals, which has over time given them confidence in their communication skills and experience of having at least some of their needs met. The young person doesn't routinely squash their opinions or not speak up for fear of someone else's reactions or because they feel their needs don't matter.</p>
<ul style="list-style-type: none"> <li>Do people listen to my opinion and take on board what I say?</li> <li>Are there significant barriers preventing me from speaking up and being heard?</li> </ul>	4-7	<p>The young person does not always communicate their needs effectively – they may not speak up for themselves, or they may become so agitated or angry that communications break down. The young person may have some experience of being heard and respected, but this may not have been the majority of the time. There may be language barriers or communication needs / difficulties that make it harder for the young person to be understood without extra support. The young person may have found ways to compensate for not feeling heard, e.g. expressive behaviours, use of body-language, avoiding or seeking out conflict.</p>
	8-10	<p>The young person's needs are likely to be expressed in ways that are extreme. For example, not communicating their thoughts and feelings at all (possibly to keep the peace, to make others happy, because they feel they are less valuable etc.) - this level of passivity leaves them extremely vulnerable to abusive relationships or to being coerced. Conversely, the young person may express themselves in ways that are extremely loud, angry or violent – this may pose a risk to others, break down relationships (or foster coercive ones), and can be an attempt to avoid any emotional vulnerability or closeness. Either position can be isolating for a young person, as they are not understood or 'known' within relationships due to these barriers to effective communication.</p>