**Support from family, friends and other people**

Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family’s social networks? Are there problems of lost contact or isolation? Are there reliable, long-term networks of support which the child or family can rely on? Who are the significant people in the child or young person’s wider environment?

**Comfortable and safe housing**

Is the accommodation suitable for the needs of the child and family - including adaptations needed to meet special needs? Is it in a safe, well-maintained and resourced, and child-friendly neighbourhood? Have there been frequent moves?

**Belonging**

Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion - e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents and residents’ groups, faith groups? Are there local prejudices and tensions affecting the child or young person’s ability to fit in?

**Work opportunities for my family**

Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person’s career aspirations and opportunities.

**School**

From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child or young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

**Enough money**

Has the family or young person adequate income to meet the day-to-day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?

**Local resources**

Resources which the child or young person, and family, can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services.