



**Staffordshire Children's Trust**  
Working together to improve the lives of children and young people



# **The Continuum of Need Framework 2009-2010**

## **Meeting the needs of children and young people in Staffordshire**

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## Introduction

Staffordshire has responded to the requirements of Every Child Matters and Working Together to Safeguard Children (2006), through the Children's Trust and Safeguarding Children Board. Both of these structures are supporting the development of integrated working at a strategic and operational level.

Safeguarding the wellbeing of children and young people, and ensuring their developmental needs are responded to, are the key factors for effective services within Staffordshire. In order to achieve these aims, partners working with children must be able to effectively identify needs and then take appropriate action to meet them.

The Need Continuum Framework is one of the key tools by which all partners working with children will work collectively to provide services for children along a continuum from universal to targeted services; Levels 1 to 4. The model is incremental with each level building on the next, however, it is not suggested that children and young people have to progress through each level in order to receive a service at the next.

**Practitioners should note that concerns about a child suffering, or being likely to suffer significant harm may arise at any point. In such circumstances referral using safeguarding procedures should be immediate.**

It is also a dynamic rather than static process with the expectation that with successful intervention, children and young people can move to a lower level of service over time.

This tool will assist us in this process by:-

- Focusing attention on exactly what kind of service is required and at what level.
- Help front line staff focus effort and resources on priorities.
- Help services know when to adjust services and resources according to priorities.
- Assist inter-agency collaboration in terms of developing joined up approaches to working with children.

## • The Needs Continuum Framework – What is it for?

Staffordshire Children’s Trust and Staffordshire Safeguarding Children Board endorse this document as a tool to help all partners working with children provide the level of service and intervention a child and their family need in order to fulfil their potential under the 5 Every Child Matters outcomes.

### Who will use it?

- If you work with children and young people within a universal service this tool will help you identify the key points at which an additional service may be required.
- Likewise if you are part of a specialist service it may help you identify key points at which other services may need to become involved.
- It will also enable services for children and young people in Staffordshire to locate types of assessments within the framework.

The tool is structured using the Common Assessment Framework process for identifying need; it covers all the key areas for development in a child or young person’s life. It must be used in conjunction with the policies and procedures of the agency/organisation you belong to **and** in conjunction with the Staffordshire Safeguarding Children Board Inter-Agency Procedures.

The tool is not a guaranteed referral process between agencies/partners and needs to be considered in conjunction with already agreed protocols, some of which have a statutory basis in law.

Finally, for the majority of children in Staffordshire their needs will be met by universal services, and most importantly by their parents and/or care givers. This tool is therefore designed to assist those children and young people who require a level of support over and above the universal in order to safeguard their health and development.

**The Framework** - The Framework is set out in 4 Levels:

**Level 1** - Children or young people with Universal Needs which are being met by universal services and their families. No additional support is required as they are doing well and there are no concerns about health, development or achievement.

**Level 2** - Children or young people with Additional Needs whereby their health, development or achievement **may** be adversely affected.

**Level 3** - Children or young people with Complex Needs, requiring targeted preventative services. The child/young person is at risk of becoming looked after; or of suffering significant harm as a result of compromised parenting capacity.

**Level 4** - Children or young people with Specialist Needs. They are already looked after, subject of a Child Protection Plan, or have serious enduring health problems.

Each of these levels is considered using the 3 areas covered in the Common Assessment Framework. These areas are: Child's Developmental Needs, Parenting Capacity within the family and Family and Environmental Factors.

Under each area a list of possible indicators is outlined alongside key agencies that provide services in that level and the assessment tools used by them.

Using the tool and the 'Team Around the Child' approach to planning services to meet individual and family identified needs and coordinating services in a multi-agency environment, either action by themselves or in collaboration with others.

## **How will the framework assist in delivering services?**

Information Sharing and Assessment (ISA) guides inter-agency planning and delivery of services to children, young people their families and carers.

ISA encompasses five key processes: Common Assessment Framework; Lead Professional; ContactPoint; organisation and practice of information sharing; and the Children's Services Directory.

See <http://www.everychildmatters.gov.uk/deliveringservices/caf/>

**Common Assessment Framework (CAF):** the CAF is a nationally standardised approach to conducting an early assessment of a child's needs and deciding how they should be met. It has been developed for practitioners **in all agencies** so that they can communicate and work more effectively together. It is intended to promote early intervention by providing a simple and practical tool to enable practitioners in universal, as well as in targeted or specialist services, to assess needs at an early stage. Practitioners who work together on a CAF will form a Team Around the Child (TAC).

A CAF will contribute towards a referral being made to children's social care (social services) in safeguarding and promoting a child's welfare. It does not however replace the need for an initial assessment.

**The Team Around the Child (TAC):** the TAC is defined as an evolving team of those few practitioners who use the CAF process. Members of the TAC see the child/young person and family on a regular basis to provide practical support and those who are able to work directly with the child/young person and family as appropriate.

The TAC should be used when more than one agency is needed to meet the child or young person's needs. The function of the TAC includes:

- Agreeing the needs of the child and family.
- Agreeing the family support needs.
- Supporting the child to meet their identified needs.
- Arranging, as necessary, additional referrals based on a common assessment, as a pathway to targeted and specialist services.
- Reviewing the support given to the child and family.
- Reporting, as required, to other review meetings or resource panels.

It is paramount that the parent/carer and child/young person can relate to the practitioners involved. The paperwork and guidance notes are lodge on Staffordshire Children's Trust website see below

[http://www.staffordshirechildrenstrust.org.uk/ISA/commonassessmentframework/CAFFo  
rms/](http://www.staffordshirechildrenstrust.org.uk/ISA/commonassessmentframework/CAFFo<br/>rms/)

Hints and tips on completing CAF and organising and running a team around the child/family can be found at the following link

[http://www.staffordshirechildrenstrust.org.uk/ISA/commonassessmentframework/Useful  
HintsTips/](http://www.staffordshirechildrenstrust.org.uk/ISA/commonassessmentframework/Useful<br/>HintsTips/)

**ContactPoint:** the national ContactPoint index will enable practitioners delivering services to children to identify and contact one another easily and quickly, so they can share relevant information about children who need services or about whose welfare they are concerned.

See: <http://www.everychildmatters.gov.uk/deliveringservices/contactpoint/>

**Organisation and practice of information sharing:** the organisation and practice of information sharing requires that agencies and their practitioners know what information can be shared, when it can be shared and why. However, the legal framework for information sharing is complex. It is often interpreted as constraining, rather than enabling information sharing. Cross-government guidance for practitioners was published in April 2006 to promote effective and appropriate information sharing. This is covered in more depth in the section on information sharing.

See: <http://www.everychildmatters.gov.uk/deliveringservices/informationsharing/>

**Children's Services Directory:** the directory is being developed to include access to information about services for children of all ages. It will ensure that the team working with the child and family can plan access to services for the whole family.

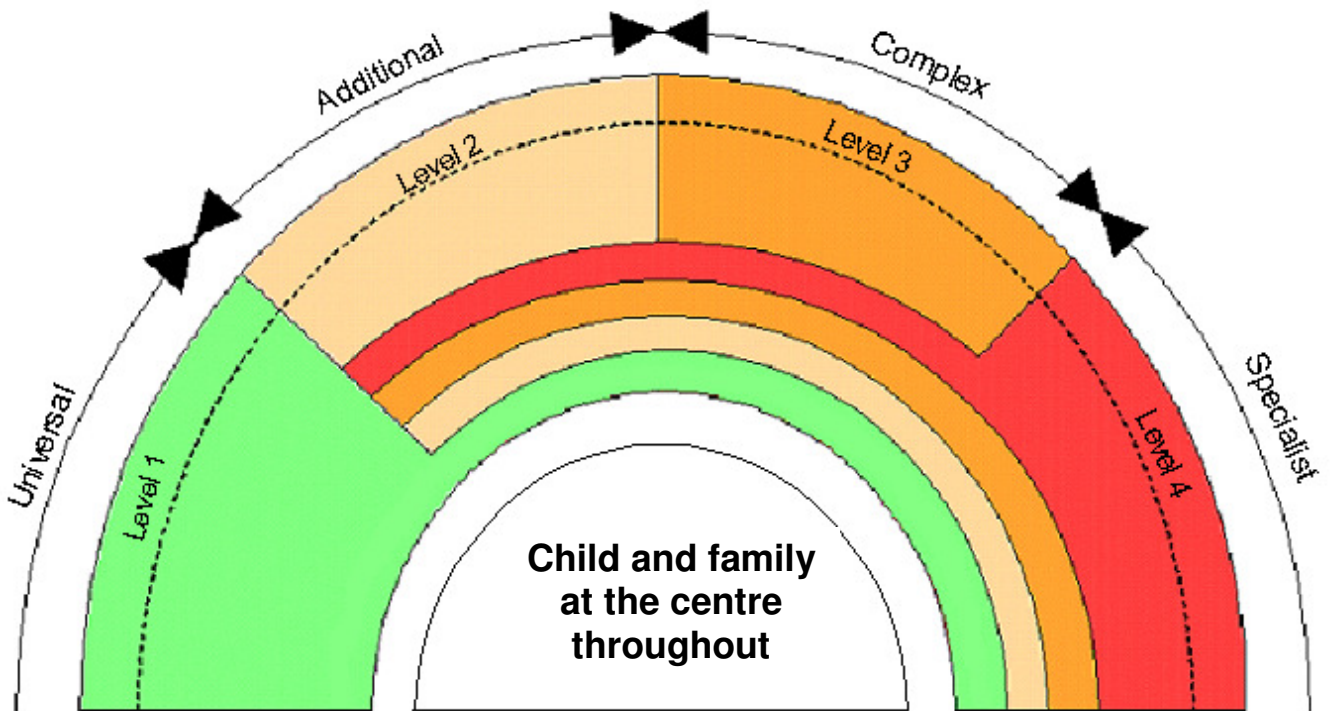
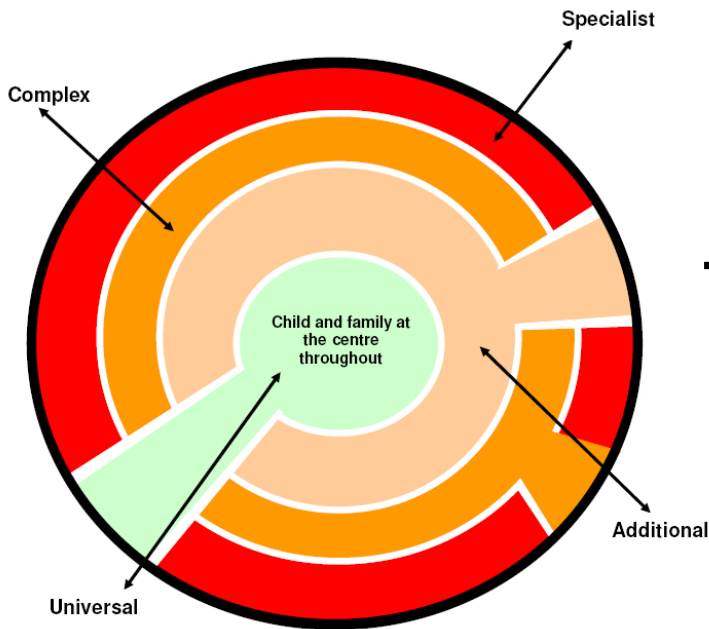
See:

[http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices/servicedirectories/  
servicedirectories/](http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices/servicedirectories/<br/>servicedirectories/)

Refer to Glossary of terms DCSF

<http://www.dcsf.gov.uk/everychildmatters/ glossary/>

# The Continuum of Need

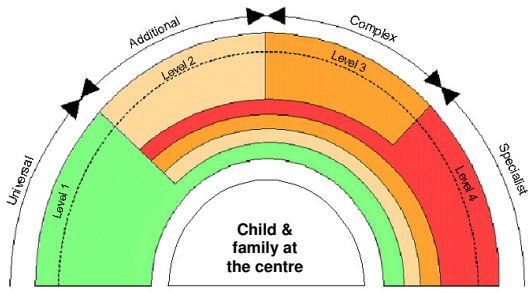


**Please note:**

Dependant on child needs, this process can be accessed at any level. Ongoing assessment of the child's needs will result in the child moving through the range of service provisions in any direction.

## **Level 1: Universal**

### **Children and Young People with Universal Needs**



## Level 1: Universal Services / CAF

Child/young person is accessing a range of universal services, and there are no additional needs identified.

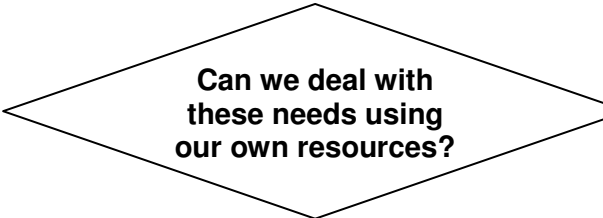
Check ContactPoint



Use of [CAF Pre-assessment checklist](#)  
Agencies own assessments.

If concerns suggest child protection issues, follow [Inter-agency Safeguarding procedures](#). [Parental consent is only required if this **does not** put the child/young person at risk of significant harm].  
[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

**Universal services identify need(s) that appear to require additional help/intervention**



Budget Holding Lead Professional

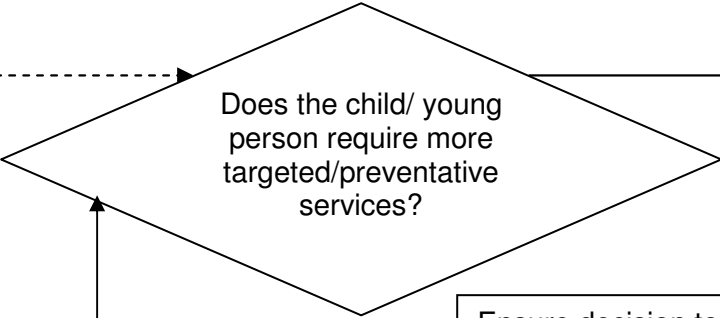
**LEVEL 2:**  
Use of [CAF](#) tools to:

- Identify and evidence needs
- Identify and evidence actions taken so far
- Use of indicators to consider and record level of need

No

Yes

Action and review regularly



Yes

Ensure decision to refer to another agency is:

- Appropriately approved
- With consent (unless to do so would put the child/young person at risk of significant harm)

**CAF Plan**  
**CAF Plan Review**  
[Services delivered via Team Around the Child]

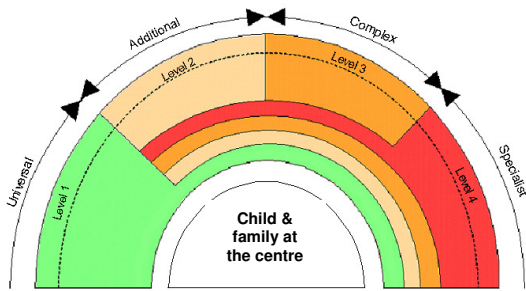
Formal approach to other agencies – **Go to Level 3**

<b>Level 1 - Universal</b> <b>Child or young person with Universal Needs to be met by universal services and by their families.</b> <b>No additional support is required as they are doing well and there are no concerns about health, development or achievement.</b>			
<b>Development of baby, child or young person:</b>	<b>Possible Indicators to be Determined by Assessment</b>	<b>Possible Agency Involvement</b>	<b>Available Assessment Tools</b>
<b>Health</b>	<ul style="list-style-type: none"> <li>• Appropriate weight and height;</li> <li>• physically/mentally healthy;</li> <li>• Pre natal health needs</li> <li>• up to date developmental checks;</li> <li>• adequate nutritious diet;</li> <li>• regular dental checks;</li> <li>• sexual behaviour appropriate for age;</li> <li>• no misuse of substances.</li> </ul> <p><b>Emotional/Social Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate responses in feelings and actions;</li> <li>• good quality early attachments.</li> </ul> <p><b>Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Able to adapt to change;</li> <li>• able to demonstrate empathy.</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Stable and affectionate relationships with caregivers;</li> <li>• good relationships with siblings;</li> <li>• Positive relationships with peers.</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Positive sense of self and abilities;</li> <li>• demonstrates feelings of belonging and acceptance.</li> </ul> <p><b>Self Care Skills &amp; Independence</b></p> <ul style="list-style-type: none"> <li>• Appropriate dress for different settings;</li> <li>• acceptable levels of personal hygiene;</li> <li>• confident in social situations – has age appropriate knowledge of the difference between safe and unsafe contacts;</li> <li>• growing levels of competencies in practical and emotional skills.</li> </ul>	<p><b>Universal Services</b>            Midwifery;            Primary Care Services (inc GPs);            Health Visiting;            School Nursing;            Dental Practices;            GUM Clinics;            Healthy Schools Programme;            Integrated Youth Support Service;</p> <p>Early Years;</p> <p>Schools (Mainstream Nursery, Infant, Primary, Middle and High Schools);</p> <p>Children's Centres &amp; Extended Schools;</p> <p>Voluntary Sector Services;            Faith Groups.</p>	<p>Routine assessments undertaken by appropriate services.</p> <p>Risk Assessment tool for Teenage Pregnancy</p>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrates a range of skills/interests;</li> <li>• experiences of success/achievement;</li> <li>• no concerns about cognitive development;</li> <li>• access to play/books;</li> <li>• enjoys participating in educational activities/schools;</li> <li>• sound home/school link;</li> <li>• planned progression beyond statutory education;</li> <li>• no record of fixed term exclusions.</li> </ul>	<p>Age appropriate services e.g. leisure providers &amp; activity services;</p> <p>Library &amp; Information Services;            Integrated Youth Support Service;            Adult &amp; Community Learning;</p> <p>Further Education.</p>	<p>Routine assessments undertaken by appropriate services.</p>

<p><b>Parents &amp; Carers</b></p>	<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Child's physical needs are met (food, drink, clothing, medical and dental).</li> </ul> <p><b>Emotional Warmth &amp; Stability</b></p> <ul style="list-style-type: none"> <li>• The children is shown warm regard, praise and encouragement;</li> <li>• child has secure relationship which provides consistency of warmth over time.</li> </ul> <p><b>Guidance, Boundaries &amp; Stimulation</b></p> <ul style="list-style-type: none"> <li>• Guidance given that develops appropriate model of value and conscience;</li> <li>• Given opportunity for interaction and play facilitate cognitive development.</li> </ul>	<p>Midwifery; Primary Care Services (inc GPs); Health Visiting; School Nursing; Dental Practices;</p> <p>District/Borough Council Services (inc Leisure &amp; Community Services); Voluntary Sector Services; Faith Groups;</p> <p>Early Years; Schools (Mainstream Nursery, Infant, Primary, Middle and High Schools); Children's Centres, SureStart &amp; Extended Schools.</p>	<p>Routine assessments undertaken by appropriate services.</p>
<p><b>Family &amp; Environmental</b></p>	<p><b>Family History, Functioning and Well Being</b></p> <ul style="list-style-type: none"> <li>• Good relationship within family.</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Good sense of 'family' outside of smaller family unit.</li> </ul> <p><b>Housing, Employment &amp; Finance</b></p> <ul style="list-style-type: none"> <li>• Accommodation has basic amenities/appropriate facilities &amp; fire exits</li> <li>• parents able to manage working or unemployment status – without undue levels of stress;</li> </ul> <p><b>Social &amp; Community Elements &amp; Resources, Including Education</b></p> <ul style="list-style-type: none"> <li>• Community is generally supportive of families/young people;</li> <li>• good universal services in neighbourhood;</li> <li>• positive relationship with peers.</li> </ul> <p><b>Info Advice &amp; Guidance Supporting Key Points of Transition</b></p> <ul style="list-style-type: none"> <li>• Informed choice of options and career routes;</li> <li>• awareness of own strengths and areas for development;</li> <li>• planned personal development;</li> <li>• positive Activities;</li> <li>• opportunities to volunteer.</li> </ul>	<p>Primary Care Services (inc GPs); Health Visiting;</p> <p>District/Borough Council Services (inc Housing Services);</p> <p>Fire Service Benefits Agency;</p> <p>Citizens' Advice Bureau;</p> <p>Voluntary Sector Services;</p> <p>Faith Groups;</p> <p>Learning Skills Council</p> <p>Integrated Youth Support Service;</p> <p>PCO's.</p>	<p>Routine assessments undertaken by appropriate services.</p>

## **Level 2: Additional**

### **Children and Young People with Additional Need**



## Level 2: Universal Services / CAF

Child/young person is accessing a range of universal services, and there are no additional needs identified.

Check ContactPoint

Use of CAF Pre-assessment checklist  
Agencies own assessments.

**Universal services identify need(s) that appear to require additional help/intervention**

If concerns suggest child protection issues, follow Inter-agency Safeguarding procedures. [Parental consent is only required if this **does not** put the child/young person at risk of significant harm].  
[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

Can we deal with these needs using our own resources?

Budget Holding Lead Professional

**LEVEL 2:**  
Use of [CAF](#) tools to:

- Identify and evidence needs
- Identify and evidence actions taken so far
- Use of indicators to consider and record level of need

No

Yes

Action and review regularly

Does the child/ young person require more targeted/preventative services?

Yes

Ensure decision to refer to another agency is:

- Appropriately approved
- With consent (Unless to do so would put the child/young person at risk of significant harm)

**CAF Plan  
CAF Plan Review  
(CAF Form)**  
[Services delivered via Team Around the Child]

Formal approach to other agencies – **Go to Level 3**

Level 2: Additional Child or Young Person with Additional Needs where their health, development, or achievement <i>may</i> be adversely affected.			
Development of baby, child or young person:	Possible Indicators to be Determined by Assessment	Possible Agency Involvement	Available Assessment Tools
Health	<ul style="list-style-type: none"> <li>• Babies with low birth weight in proportion to the mother;</li> <li>• Pre natal health needs;</li> <li>• slow to reach milestones;</li> <li>• unhealthy weight;</li> <li>• rising obesity rates;</li> <li>• not attending routine appointments;</li> <li>• persistent minor health problems;</li> <li>• insufficient dental care;</li> <li>• concerns about developmental status i.e. speech and language problems;</li> <li>• signs of deteriorating mental health of child.</li> </ul> <p><b>Emotional / Social Development -</b></p> <ul style="list-style-type: none"> <li>• Some evidence of inappropriate responses/actions finds it difficult to cope with anger/frustration;</li> <li>• is withdrawn/unwilling to engage;</li> <li>• not always able to understand how own actions impact on others;</li> <li>• some difficulty with family and peer relationships;</li> <li>• issues of poor bonding or attachment or there is developmental delay.</li> </ul> <p><b>Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Exhibiting emotional, behavioural and/or social difficulties;</li> <li>• self harming</li> <li>• has started involvement in anti-social or criminal activities;</li> <li>• is experimenting with drugs and alcohol.</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Is subject to discrimination;</li> <li>• some insecurities around</li> </ul>	<p><b>Universal Services</b> identified in Level 1 <b>and possibly</b> the following:</p> <p>Secondary Health Services (North/South Staffs); Children’s Community Nursing Teams; Speech &amp; Language; Child Health Development Teams; Community Paediatric Service;</p> <p>CAMHs; Psychology services (including Triple P) Special Schools; Autism Outreach Service;</p> <p>Young People’s Drug &amp; Alcohol Service and Barnardos Service; Children’s Fund Services; Staffordshire Police (Community Policing); School Counselling Service.</p> <p>Specialist Voluntary sector organisations e.g. Homestart;</p> <p>Children’s Learning Disability Services (Psychology/Nurse Services) Children’s Disability Teams (Vulnerable Children’s Division)</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p> <p>CAF pre-assessment checklist</p> <p>Common Assessment</p>

	<p>identity i.e. low self esteem</p> <ul style="list-style-type: none"> <li>• limited self acceptance;</li> <li>• may be a victim of crime.</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Frequent changes in close family relationships;</li> <li>• has lack of positive role models;</li> <li>• unresolved issues arising from parent's separation, divorce, step-parenting or death of carer;</li> <li>• inappropriate use of care-givers;</li> <li>• has some difficulties sustaining relationships;</li> <li>• is subject to bullying or is bullying others.</li> </ul> <p><b>Self Care Skills &amp; Independence (Inc Social Presentation)</b></p> <ul style="list-style-type: none"> <li>• Inappropriate clothing for climate;</li> <li>• own hygiene leads to alienation from peers;</li> <li>• is over friendly or withdrawn;</li> <li>• disability limits self care;</li> <li>• is slow to develop age appropriate self care skills.</li> </ul>	<p>Aiming High Joint Commissioning</p> <p><b>Universal Services</b> identified in Level 1 and <i>possibly</i> the following:</p> <p>Specialist Voluntary sector organisations e.g. Homestart;</p> <p>Children's Learning Disability Services (Psychology/Nurse Services) Children's Disability Teams (Vulnerable Children's Division)</p> <p>Parent Support Workers</p> <p>SEN's</p>	
<p><b>Learning</b></p>	<ul style="list-style-type: none"> <li>• Is regularly unpunctual for school;</li> <li>• significant unauthorised school absences;</li> <li>• parents condone absences;</li> <li>• poor concentration, low motivation;</li> <li>• experiences frequent moves between schools;</li> <li>• not reaching educational potential or not reaching expected levels of attainment;</li> <li>• home/school link not well established;</li> <li>• up to 3 fixed term exclusions or subject to managed transfer;</li> <li>• needs additional support in school;</li> <li>• limited participation in education, employment or</li> </ul>	<p>Education Welfare;</p> <p>Specialist Support Service;</p> <p>Learning Mentors; Personal Advisors (Connexions); Learning Skills Council.</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p> <p>CAF pre-assessment checklist</p> <p>Common Assessment</p>

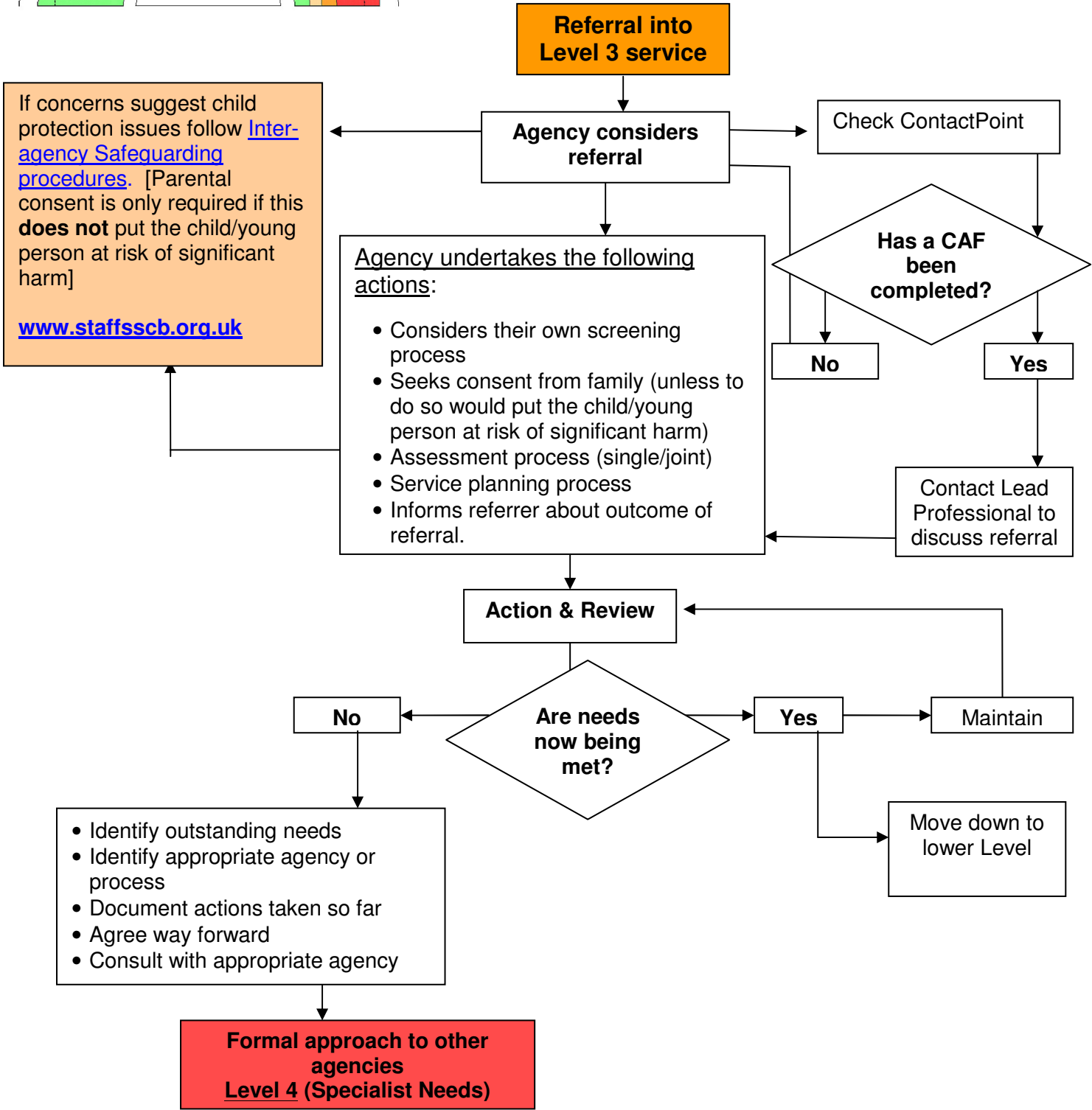
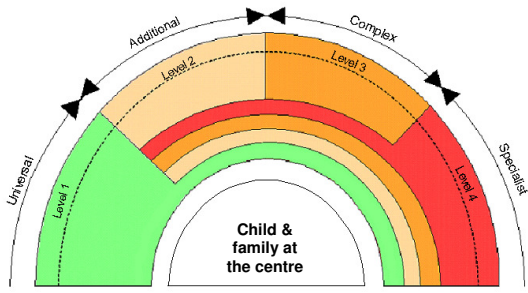
	<p>training post 16 years</p> <ul style="list-style-type: none"> <li>• Significant concern of child's whereabouts.</li> </ul>	Safeguarding	
<b>Parents &amp; Carers</b>	<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Basic care not provided consistently, e.g. non treatment of persistent minor health problems;</li> <li>• young, inexperienced parents;</li> <li>• parents struggle without support or adequate resources e.g. as a result of mental/learning disabilities.</li> </ul> <p><b>Emotional Warmth &amp; Stability</b></p> <ul style="list-style-type: none"> <li>• Inconsistent responses to child by parent;</li> <li>• parents struggle to have their own emotional needs met;</li> <li>• child or young person's relationship with family members not always stable;</li> <li>• poor home routine.</li> </ul> <p><b>Guidance, Boundaries &amp; Stimulation</b></p> <ul style="list-style-type: none"> <li>• Child not often exposed to new experiences;</li> <li>• parent/carer offers inconsistent boundaries e.g. not providing good guidance about inappropriate relationships formed, such as via the internet.</li> </ul>	<p><b>Universal Services</b> identified in Level 1 <b>and possibly</b> the following:</p> <p>Specialist Voluntary sector organisations e.g. Homestart;</p> <p>Parent Support Workers</p> <p>Parent Partnership.</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p> <p>CAF pre-assessment checklist</p> <p>Common Assessment</p>
<b>Family &amp; Environmental</b>	<p><b>Family History. Functioning and Well Being</b></p> <ul style="list-style-type: none"> <li>• Child/young person has experienced loss of significant adult;</li> <li>• parent or carer may be experiencing parenting difficulties due to drug or alcohol misuse, mental or physical health difficulties, domestic violence, or post natal depression;</li> <li>• child/young person from</li> </ul>	<p><b>Universal Services</b> identified in Level 1 <b>and possibly</b> the following:</p> <p>Adult Mental Health Services inc DAAT;</p> <p>Aiming High Commissioning Services</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p> <p>CAF pre-assessment checklist</p> <p>Common Assessment</p>

	<p>asylum seeking or refugee family and has identified additional needs;</p> <ul style="list-style-type: none"> <li>• child/young person subject to residence and contact disputes in court proceedings;</li> <li>• child/young person is a young carer.</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Family is socially isolated;</li> <li>• limited extended family support;</li> <li>• children subject to kinship care arrangements made by their own family.</li> </ul> <p><b>Housing, Employment &amp; Finance</b></p> <ul style="list-style-type: none"> <li>• Inadequate/poor housing;</li> <li>• ongoing stress from overworking to make ends meet;</li> <li>• at risk of homelessness;</li> <li>• low income;</li> <li>• Parents find it difficult to find employment due to basic skills or long term difficulties.</li> </ul> <p><b>Social &amp; Community Elements &amp; Resources, Including Education</b></p> <ul style="list-style-type: none"> <li>• Adequate universal resources but family may have difficulty gaining access to them;</li> <li>• community characterised by negativity towards child/young person;</li> <li>• poor tolerance.</li> </ul> <p><b>Information Advice &amp; Guidance Supporting Key Points of Transition</b></p> <ul style="list-style-type: none"> <li>• At risk of disengaging;</li> <li>• aspirations do not relate to abilities;</li> <li>• requiring in-depth guidance and help.</li> </ul>	<p>Translation/Interpretation Services;</p> <p>CAF CASS;</p> <p>Young Carers Groups;</p> <p>Housing Associations.</p>	
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## **Level 3: Complex**

### **Children and Young People with Complex Needs**

# Level 3: Child/Young Person with Complex Needs



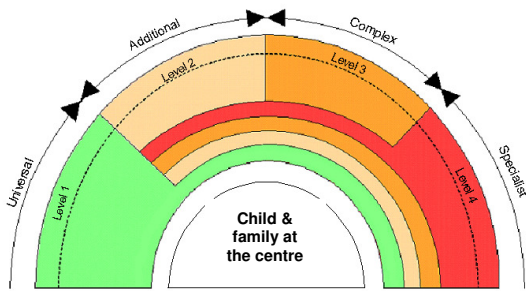
Level 3: Complex Child or young person with Complex Needs requiring targeted preventive services – at risk of becoming looked after, at risk of significant harm or of significantly compromised parenting capacity.			
Development of baby, child or young person:	Possible Indicators to be Determined by Assessment	Possible Agency Involvement	Available Assessment Tools
Health	<ul style="list-style-type: none"> <li>• Child/young person who is consistently failing to reach their developmental milestones and concerns exist about their parent’s ability to care for them;</li> <li>• weight gain falling 2 Centile ranges or more, without an apparent health problem;</li> <li>• learning affected by significant health problems;</li> <li>• limited restricted diet;</li> <li>• experiencing chronic ill health or diagnosed with a life-limiting illness;</li> <li>• mental health is deteriorating;</li> <li>• ‘un-safe’ sexual behaviour.</li> </ul> <p><b>Emotional / Social Development</b></p> <ul style="list-style-type: none"> <li>• Unable to display empathy;</li> <li>• unable to connect cause and effect of own actions</li> </ul> <p><b>Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Behaviour is sufficiently extreme to place them at risk of removal from home;</li> <li>• prosecution for offences – resulting in custodial sentences, ASBOs etc;</li> <li>• puts self or others in danger;</li> <li>• self-harming;</li> <li>• alienates self from school and peers through extremes of behaviour;</li> <li>• disappears or is missing from home regularly <u>or</u> for long periods.</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Subject to persistent discrimination;</li> <li>• is socially isolated and lacks appropriate role models;</li> <li>• self image is distorted and may demonstrate fear of persecution.</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Relationship with family is experienced as negative, critical or rejecting;</li> <li>• family no longer want to care for child;</li> <li>• family is experiencing a crisis likely to result in the breakdown of care arrangements;</li> <li>• child or young person has previously been looked after by a local authority.</li> </ul> <p><b>Self Care Skills &amp; Independence (inc Social Presentation)</b></p> <ul style="list-style-type: none"> <li>• Appearance reflects poor care;</li> </ul>	<p><b>Universal Services</b> identified in Level 1 &amp; 2 <b>and possibly</b> the following:</p> <p>Secondary/Tertiary Hospital Services (North/South Staffs);</p> <p>Children’s Hospices;</p> <p>CAMHs; Integrated Youth Support Service</p> <p>Youth Offending Services (inc YISPs, YIPs, ISSP Programme); Young People’s Drug and Alcohol Service and Barnardos Service; Staffordshire Police (Domestic Violence Unit, Witness Support Service).</p> <p><b>Universal Services</b> identified in Level 1 &amp; 2 <b>and possibly</b> the following:</p> <p>Children’s Social Care (Responsive Service’s); Children’s Social Care (Family Assessment &amp; Support Service);</p> <p>Children’s Social Care</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p>

	<ul style="list-style-type: none"> <li>• unable to discriminate and likely to put self at risk;</li> <li>• severe disability – relies on others to meet needs.</li> </ul>	(Children with Disabilities Teams);	
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Puts peers at risk through behaviour;</li> <li>• no or acrimonious home/school links.</li> </ul>	SUSTAIN (North/South Staffs); Voluntary/Independent Sector Placement Units e.g. NSPCC.	Service specific assessments  <b>Multi-Agency Assessments</b>
<b>Parents &amp; carers</b>	<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Significant concern about prospective parenting ability, resulting in the need for a pre-birth assessment;</li> <li>• parents have previous history of struggling to care for child or sibling;</li> <li>• parents may not be able to provide care for physical or intellectual or social reasons;</li> <li>• basic care frequently inconsistent;</li> <li>• level of supervision does not provide sufficient protection for a child.</li> </ul> <p><b>Emotional Warmth &amp; Stability</b></p> <ul style="list-style-type: none"> <li>• Child or young person receives erratic or inconsistent care;</li> <li>• parental instability affects capacity to nurture;</li> <li>• parent's own emotional needs compromise those of their child;</li> <li>• child has multiple carers but no significant relationship to any of them.</li> </ul> <p><b>Guidance, Boundaries &amp; Stimulation</b></p> <ul style="list-style-type: none"> <li>• Child receives little stimulation;</li> <li>• child under pressure to achieve/aspire;</li> <li>• parents struggle to set boundaries or act as good role models;</li> <li>• child or young person's behaviour out of control;</li> <li>• child or young person is regularly beyond control of parent or carer.</li> </ul>	<p><b>Universal Services</b> identified in Level 1 &amp; 2 <b>and possibly</b> the following:</p> <p>Children's Social Care (Family Assessment &amp; Support Service);</p> <p>Adult's Social Care &amp; Health.</p>	Service specific assessments  <b>Multi-Agency Assessments</b>
<b>Family &amp; Environmental</b>	<p><b>Family History, Functioning and Well Being</b></p> <ul style="list-style-type: none"> <li>• Parents or carers are experiencing, on an on-going basis, one or more of the following problems significantly affecting their parenting: mental ill-health, substance dependency or domestic violence;</li> <li>• family characterised by conflict and serious chronic relationship problems;</li> <li>• sexual activity between siblings;</li> <li>• parents or carers persistently avoid</li> </ul>	<p><b>Universal Services</b> identified in Level 1 &amp; 2 <b>and possibly</b> the following:</p> <p>Adult Mental Health Services;</p> <p>Adult's Social Care &amp; Health;</p>	Service specific assessments  <b>Multi-Agency Assessments</b>

	<p>contact with childcare professionals.</p> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Children or young people subject to Kinship Care arrangements set up by Children’s Social Care Services;</li> <li>• children/young people who are privately fostered;</li> <li>• family has poor relationship with extended family;</li> <li>• undermining involvement from extended family.</li> </ul> <p><b>Housing, Employment &amp; Finance</b></p> <ul style="list-style-type: none"> <li>• Home in poor state of repair, deemed unfit for habitation;</li> <li>• statutorily overcrowded; family are homeless;</li> <li>• prosecution/eviction proceedings;</li> <li>• extreme financial difficulties.</li> </ul> <p><b>Social &amp; Community Elements &amp; Resources, Including Education</b></p> <ul style="list-style-type: none"> <li>• Poor access to universal resources and services;</li> <li>• lack of community support/tolerance or hostility towards the child, young person or family;</li> <li>• extreme isolation.</li> </ul> <p><b>Information Advice &amp; Guidance</b></p> <p><b>Supporting Key Points of Transition</b></p> <ul style="list-style-type: none"> <li>• Substantial multiple problems preventing a young person from engaging with opportunities;</li> <li>• in need of, or has existing, multi-agency involvement;</li> <li>• several blocks/barriers to successful progression to adult life/opportunities.</li> </ul>	<p>Children’s Social Care (Family Assessment &amp; Support Service);</p> <p>Children’s Social Care (Looked After Children Service);</p> <p>Private Fostering Services;</p>	
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## **Level 4: Specialist**

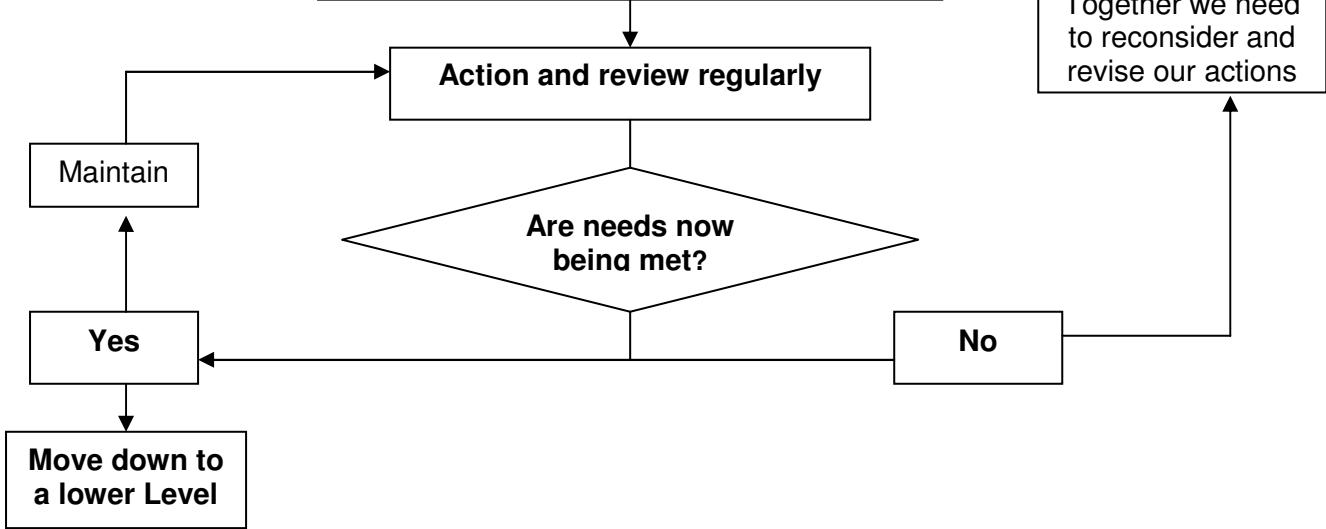
### **Children and Young People with Specialist Needs**



**Level 4: Child/Young Person with Specialist Needs**  
 [Child/young person already looked after, in need of protection or with serious enduring health problems]

Unmet needs that must be led by those with a statutory responsibility to manage the need and co-ordinate responses, assisted by services under their duty to co-operate [Children Act \(2004\)](#)

**Level 4 Interventions:**  
 Level 4 services follow their own assessment, planning and review processes.  
**Good practice** – If more than one agency is involved at this level, the identified Lead Professional should co-ordinate.



<b>Level 4: Specialist Child or Young Person with Specialist Needs –already Looked after or in need of Protection, or with serious enduring health problems.</b>			
<b>Development of baby, child or young person:</b>	<b>Possible Indicators to be Determined by Assessment</b>	<b>Possible Agency Involvement</b>	<b>Available Assessment Tools</b>
<b>Health</b>	<ul style="list-style-type: none"> <li>• Clear allegation of harm and/or disclosure of harm;</li> <li>• actual serious injury/harm;</li> <li>• serious or persistent risk of injury/harm;</li> <li>• growth faltering and no ‘organic’ cause identified;</li> <li>• parents refusing medical care;</li> <li>• development significantly impaired due to parenting;</li> <li>• health impaired due to neglectful parenting;</li> <li>• sexual exploitation;</li> <li>• heavy end substance misuse;</li> <li>• child subject to a section under the Mental Health Act.</li> </ul> <p><b>Emotional &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• As level 3, but with the addition of indicators from other aspects of the child’s development.</li> </ul> <p><b>Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Self harming likely to have a serious effect on the child or young person’s health or wellbeing;</li> <li>• child or young person is missing from home regularly or for long periods.</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• As level 3 but with the addition of indicators from other aspects of the child’s development.</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Suffering physical, emotional or sexual harm or neglect;</li> <li>• family have abandoned child.</li> </ul> <p><b>Self Care Skills &amp; Independence (inc social presentation)</b></p> <ul style="list-style-type: none"> <li>• Offending/substance misuse/sexual activity prevent proper care;</li> <li>• child persistently watchful and wary in all settings.</li> </ul>	<p><b>Universal Services</b> identified in Level 1, 2 &amp; 3 <i>and possibly</i> the following:</p> <p>Children’s Social Care (Safeguarding Service);</p> <p>Specialist Acute Health Services e.g. Level 4 CAMHS.</p> <p>Staffordshire Police (CAIU) Child Abuse Investigation Unit.</p> <p>NB: Joint Investigation by Children’s Social Care and Staffordshire Police.</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• As level 3 but with the addition of indicators from other aspects of the child’s development.</li> </ul>		<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p>

<p><b>Parents &amp; Carers</b></p>	<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Basic care is rarely consistent;</li> <li>• parents have seriously abused/neglected the child;</li> <li>• previous child has been removed from parent's care and risk assessment demonstrates further care is required;</li> <li>• parent's own needs means they cannot keep child safe;</li> <li>• parents do not recognise or accept danger and protect child/young person from harm;</li> <li>• persistent use of inappropriate care-givers.</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>• Parents inconsistent, highly critical or apathetic towards child;</li> <li>• family life chaotic;</li> <li>• child has no one to care for them;</li> <li>• multiple carers – no consistency.</li> </ul> <p><b>Guidance, Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>• No relevant stimulation appropriate for age;</li> <li>• exposed to pornography or other exploitative/harming material.</li> </ul>	<p><b>Universal Services</b> identified in Level 1, 2 &amp; 3 <i>and possibly</i> the following:</p> <p>Specialist Health Services e.g. Psychiatric Services.</p> <p>Staffordshire Police</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p>
<p><b>Family &amp; Environmental</b></p>	<p><b>Family History, Functioning and Well Being</b></p> <ul style="list-style-type: none"> <li>• Persistent domestic violence.</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Individuals in family present a risk to children/young people and are likely to be in contact with them.</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>• As level 3 but with the addition of indicators from other aspects of the child's development.</li> </ul> <p><b>Social &amp; Community Elements and Resources, Including Education</b></p> <ul style="list-style-type: none"> <li>• Unaccompanied asylum seeking child or young person;</li> <li>• allegations of harm by a person in a position of trust.</li> </ul>	<p><b>Universal Services</b> identified in Level 1, 2 &amp; 3 <i>and possibly</i> the following:</p> <p>Prison Services; Probation Services;</p> <p>Local/National Voluntary Organisations (National Asylum Seekers Service).</p>	<p>Service specific assessments</p> <p><b>Multi-Agency Assessments</b></p>