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1. Introduction

“Intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems - early intervention may occur at any point in a child or young person’s life”
Effective early help relies upon local agencies working together to provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Working Together 2013

Each of these directions highlight the importance of identifying children’s support needs early so that parents and professionals can put the right approach in place quickly.

This guidance will help all practitioners to make decisions about, and understand how they can contribute to supporting children, young people and families at all stages of intervention.

This guidance describes the early help pathways for all children and young people aged 0-19 (or 25 for young people with SEN or disability) and align with more detailed guidance available for specific age groups such as guidance on Family Engagement Partnerships for families with children aged 0-5.
2. Principles of early help
All practitioners working with, and on behalf of, children, young people and families have responsibility for ensuring everything possible is done to prevent the unnecessary escalation of issues or problems. Children, young people and their families must be offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children’s circumstances improve and, in some cases, the need for targeted services is lessened or avoided. The offer of early help begins with universal and increased personalisation of services to meet the needs of children, young people and their families.

The guiding principles are:

- high quality early identification and intervention for all children who need it, as well as effective integrated support for children with the most complex needs
- preventative approach: we aim to work with families to enable them to build resilience and improve their capacity to help themselves
- ‘early intervention may occur at any point in a child’s life’ (Centre for Excellence and Outcomes – C4EO)
- children, young people and their families are listened to, practice is focused on their needs and experiences and influenced by their wishes and feelings
- to achieve better outcomes for children, young people and families, we see early intervention and prevention as a shared responsibility, where agencies work together, jointly ‘holding the baton’ for children and families
- safeguarding is everyone’s responsibility and the welfare of the child/young person is paramount

Early Help and Special Educational Needs (SEN)

The principles of early help apply where a SEN is identified. Early years providers, schools and colleges will put additional and differentiated evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided as required. The Special Educational Needs Coordinator (SENCo) will use an appropriate educational assessment in order to identify needs and develop a Special Educational Needs support plan. If it is thought housing, family or other domestic circumstances may be contributing to the educational need, a multi-agency approach, supported by the use of the Early Help Assessment (CAF) may be appropriate. The SENCo and lead professional will work together to coordinate support for the child, young person and their family.

Throughout this guidance the term ‘lead professional’ refers to the person responsible for co-ordinating the actions identified in the assessment process; a single point of contact for children, young people and families with additional needs. This includes the SENCo, the lead professional or key worker of the support plan.
3. Staged intervention
Staged intervention is an inclusive approach, involving parents/carers, children and young people, relevant professionals and support services, which allows practitioners to make informed and proportionate responses to need. In the Croydon model, there are four stages: **Universal, Vulnerable, Complex and Acute**. Each stage provides a solution-focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention. It is an incremental evidence based approach - all relevant approaches at the lower stages have been tried before involving services that provide a more intensive approach. This may also be known as a ‘graduated response’.

Our staged approach is designed around:
- **stages 1-3: Early help pathway**
- **stage 4: Safeguarding pathway (immediate child protection concern)**

If a child or young person is at risk of immediate harm – make an immediate child protection/safeguarding referral to the Multi-agency Safeguarding Hub (MASH). If a practitioner believes the needs of a child/young person are so serious that they are at risk of significant harm they must contact the MASH on 020 8726 6400 (the same number is to be used to contact the Emergency Duty Team outside of normal office hours). If a practitioner considers a child/young person to be at immediate risk, call 999 immediately.

### Stepping up

At each stage, before considering a higher stage of intervention, practitioners and lead professionals are to consider:
- what are the unmet needs of the child, young person and/or their family?
- what have we tried so far?
- what more can we do within existing resources?
- what has been the impact?
- what evidence do we have that we cannot bring about any further positive changes and a higher level or intervention is needed?
- what advice have I received from Locality Early Help or on [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk)?

Stage 2 will involve identifying the most appropriate lead professional for the child young person and their family.

Stepping up from Stage 2 may involve transfer of lead professional to a Stage 3 service.

Stepping up from Stage 3 will involve transfer of lead professional to the Stage 4 service.

### Stepping down

The objective at all stages of intervention should be to not only prevent escalation of need but to bring about the required changes that enable children, young people and their families to build resilience such that their needs can be met within universal provision. Therefore wherever possible a successful intervention should result in transfer back to universal services as opposed to a progressive transfer back through the stages.
Early Help Pathway

What do I need to do to support this child, young person and/or their family?
- can I/my organisation make adjustments to meet the needs of this child, young person and/or family?
- do I have access to other resources?
- can I purchase/fund additional support or services?
- what expertise can I access?
- what systems do we have in place to respond?
- where do I need to go to get further advice and support within my local networks?
- have I looked at the information and advice available on Practitioner Space?
- have I accessed the full range of services and support available within my local networks?

Develop a support plan with clear objectives, outcomes and timescales

Review and assess evidence that outcomes are being achieved?

Yes

Once outcomes have been achieved then:
- consider the need for on-going support and manage this within the current setting or
- close and continue provision of universal services

Stage One: Universal

Do I need to coordinate support (with consent) to meet the needs of this child, young person and/or their family?

Request for support from a single agency:
I complete a referral to engage another service to meet the identified need

Review and assess evidence that outcomes are being achieved?

No

Yes

Lead professional/SENCo to coordinate the services and agree with the family a support plan with clear objectives, outcomes, timescales and understanding of who is responsible for doing what

Lead professional/SENCo to work with TAF to review and reassess evidence that outcomes being achieved?

Stage Two: Vulnerable

I have concerns that a child or young person is not progressing as expected/I have identified that a family has a need for support and advice

I will consider needs through an Early Help Assessment (CAF)/Special Educational Needs Assessment and organise a Team Around the Family (TAF) meeting for all practitioners working with the family and agree with the family responsibility for the lead professional role

What do I need to do to support this child, young person and/or their family?

- can I/my organisation make adjustments to meet the needs of this child, young person and/or family?
- do I have access to other resources?
- can I purchase/fund additional support or services?
- what expertise can I access?
- what systems do we have in place to respond?
- where do I need to go to get further advice and support within my local networks?
- have I looked at the information and advice available on Practitioner Space?
- have I accessed the full range of services and support available within my local networks?
I think this child or young person is likely to suffer significant harm - contact the Multi-agency Safeguarding Hub (MASH) team on 020 8726 6400

Key things I will be asked for:

- basic details of children and family including address of family and contact details
- details of concerns (explaining what the concerns are, date(s) of incident, if concerns are current or long term and support already tried
- does the referrer have consent? (If not, why not?)

Lead professional is able to evidence that there continues to be complex and unmet needs despite increased levels of personalisation and multi-agency support offered

Lead professional/SENCo/TAF and Early Help Coordinator have a case discussion and agree an appropriate and proportionate response

Lead professional/SENCo makes a request for consideration for a Special Educational Needs Statutory Assessment

Lead professional/SENCo to continue to coordinate support with more intensive or specialist support

Stage Three: Complex

Stage Four: Acute

There is evidence that this child or young person needs immediate protection

Contact MASH immediately on 020 8726 6400

I need to complete a MASH Safeguarding Referral Form
4. Support and advice for practitioners on staged intervention
Support and Advice for Early Help (Stages 1-3)

Locality Early Help provide advice and support about early help. Providing early help can be complicated. The team of Early Help Coordinators and your named Locality Early Help School and Community Advisers can provide information, advice and guidance on all aspects of early help from the first point at which additional need is identified to ‘stepping up’ into support for complex needs. The team does not undertake case work.

This support can be accessed at any point of the Team Around the Family (TAF) process and could include:

- advice, face to face, on the telephone or by email
- guidance about the early help pathway/staged intervention
- support to identify universal and community services
- attend TAF meetings to provide support and challenge where necessary
- case consultation sessions
- information and identification about early help learning and development for individuals or staff teams

Locality Early Help will work closely with lead professionals and will have oversight of all Early Help Assessments (CAF). They provide support and challenge to ensure the early help offered results in an appropriate and proportionate offer of support which is effective and makes a positive difference. The relationship between the lead professional and their allocated Locality Early Help Advisor is critical to the success of early help and ensuring seamless transitions between stages of intervention.

Early help episodes that are not progressing in line with the support plan within 12 months, will be reviewed by Locality Early Help to consider with the lead professional appropriate next steps.

Locality Early Help can be contacted through
- www.practitionerspacecroydon.co.uk
- earlyhelp@croydon.gov.uk

Safeguarding Support and Advice (Stage 4)

The Multi-agency Safeguarding Hub (MASH) is the Local Authority’s ‘front door’ to manage all safeguarding referrals and to consider the most appropriate support available for families in need of help. The MASH team is made up of: Children’s Social Care, Police Public Protection Desk, Health, Education, Youth Offending Service, Early Help and Youth Services, Probation and Housing.

MASH operates a safeguarding consultation line to provide safeguarding advice and consultation to professionals who would like to discuss the concerns they may have about a child/family. This is for safeguarding advice only.

The contact number for the safeguarding consultation line is 020 8726 6464. For all other enquiries use 020 8726 6400.

Resolving Interagency Disagreement

Appropriate staff for example lead professionals who may be unsatisfied by the outcome following consultation with either Locality Early Help or MASH should discuss their concerns with their line managers.

Special Educational Needs Support and Advice (Stages 1-4)

The 0-25 SEN Service provides information, advice and guidance to practitioners in relation to children and young people with special educational needs.

The service consists of the Early Years SEN team (including portage), Education, Health and Care team, SEN Commissioning and the Tribunal team. The service provides support to children, young people and their families with complex special educational needs.

The 0-25 SEN service can be contacted on 020 726 6400.
5. Stage One

Universal services for all children, young people and their families
All children and young people need support in order to learn and develop. In the majority of cases, you will be able to meet the needs of a child or young person by personalising universal provision, but some require support which is additional to, or different from, what is normally provided.

Your offer of early help begins in Stage 1 with personalisation of services to meet the needs of children, young people and their families. Each universal setting or service has access to a variety of different sources of information, support and advice that you can use to meet the needs of each child. The type of action planning used and the way that personalisation of services is created will depend on which service you are from.

A child or young person’s needs may be short term, and you may be able to address the problem relatively easily. For some children, their needs might be more complex and they may require access to additional support for a longer period of time – by stepping up to Stage 2.

Good Practice:
Practitioners should always seek to discuss their concerns with the child’s family (and if appropriate, directly with the young person) to let them know what is going on and how you are trying to help. You will need consent to share information to access support. Families may also be able to explain, assist or resolve the issues themselves.

For further information please see www.practitionerspacecroydon.co.uk
6. Stage Two

Targeted early help for vulnerable children, young people and families

“Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These Early Help Assessments, such as the use of the Common Assessment Framework (CAF), should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989”

Working Together 2013
Consent
If you have tried to meet the child or young person’s needs from within the full range of universal provision without progress/success you will now need to engage additional support from other services. In doing so you will need to decide whether the needs identified can be met by involving one other service or if multiple services may be required. If you have not already done so, discuss your concerns with the family (and young person as appropriate). You will need their consent to share information with another agency to access additional support.

If you decide the child or young person’s need can be met from one other service and you have consent, you can refer to them directly. If you decide the child or young person’s needs require support from more than one service and you have consent you will need to undertake an Early Help Assessment (CAF) with the family (or check if an Early Help Assessment (CAF) has already been initiated).

To check if an Early Help Assessment (CAF) has already been initiated contact Locality Early Help at earlyhelp@croydon.gov.uk

Good Practice
If the family or young person will not consent to share information using an Early Help Assessment (CAF) or withdraws consent for early help, you will continue to support the needs of the child or young person and their family through ordinarily available provision and personalised services. This will provide future opportunities to engage them with additional support and also to continue monitoring for safeguarding concerns.

Early Help Assessment
The Early Help Assessment (CAF) is the assessment tool used to assess needs that are not being met through personalised or differentiated provision, where a child and family would benefit from coordinated support from more than one service.

For more help on how to assess need and complete the Early Help Assessment (CAF) contact the Locality Early Help at earlyhelp@croydon.gov.uk

Good Practice
The Early Help Assessment (CAF) is a tool to engage with the child, young person and their family to effectively identifying needs, strengths and possible solutions working in partnership with both the family and other services. The Early Help Assessment (CAF) needs to be, proportionate to risk, and informed by research and by the historical context and significant events for each case.

It is not a referral form!

Once you have assessed needs and strengths with the family, the Early Help Assessment (CAF) can be shared with the services that you think need to be involved to meet the needs of the child, young person and their family. By doing this the family do not have to repeat their story more than once and the services you have identified have a clear understanding of how their services can be of help.
Team Around The Family (TAF)
The Team Around the Family are the services you have invited to work together with the family to provide support. You will arrange a TAF meeting (within 6 weeks of completing the assessment) to establish a support plan and agree who is the best person to be the lead professional.

I don’t know which services I need?
If you are not sure which service(s) to invite to the TAF meeting please visit www.practitionerspacecroydon.co.uk for information about local services or contact Locality Early Help for advice at earlyhelp@croydon.gov.uk

Lead Professional
A lead professional can be any adult who works with and supports a child, young person or their family. A lead professional can be from any agency or setting. The most important selection criteria is that they are best placed to coordinate provision to meet the child and family’s needs, and have a good relationship with them.

Skills and qualities that practitioners in Croydon feel are important:
• strong communication and organisational skills
• availability
• access to resources (such as IT) and information
• impartiality
• ability to bring out the voice of the child
• committed to best outcomes
• confidence to challenge
• understanding of the Early Help Assessment (CAF) and review process.

The lead professional’s role is to:
• develop a successful and productive relationship with the child, young person and their family;
• act as a single point of contact for the child, young person and their family;
• with consent, organise multi-disciplinary and multi-agency meetings and discussions;
• use the Early Help Assessment (CAF) to develop support plans based on the outcomes;
• co-ordinate the delivery of effective early intervention work and on-going support
• work in partnership with other professionals to deliver the support plan
• review and monitor the support plan and progress made regularly (every 12 weeks or termly for SEN support plans)

The lead professional is accountable to their own agency for their delivery of lead professional functions; they are not responsible for the actions of other professionals.

As the lead professional you will regularly review the support plan (at least every 12 weeks or termly for SEN support plans) and consider if changes need to be made or additional services required in partnership with the Team Around the Family. Where there is evidence that the support being provided is not achieving the desired outcomes within a reasonable timescale (using an appropriate tool to measure impact and progress) you will need to decide whether it is appropriate to do all or any of the following:
• amend the support plan
• engage additional/different services
• change the lead professional
• step up to Stage 3
• seek support from Locality Early Help

If you are not the lead professional but have concerns that need are not being met and risks to the child or young person are increasing, share your concerns with the lead professional, who will consider the situation and decide whether to convene an earlier TAF review meeting or escalate to a Stage 3 or 4.
I have assessed that a child or young person’s needs requires additional support, more than is ordinarily available or through personalising the universal offer.

I need to discuss my concerns with the family (or young person as appropriate) and offer support including exploring whether further support can be provided through the pupil premium.

I will request their consent to share information with other services to access support.

I will make a decision whether a single agency or multi-agency response is most appropriate and proportionate.

I will complete an Early Help Assessment (CAF) or Special Educational Needs assessment using an appropriate tool for measuring impact and progress.

I will share the assessment with the child, young person and their family and services or staff (with consent) that can work together with me in the Team Around the Family.

I will coordinate the initial the TAF or SEN meeting within 6 weeks where the on-going support plan will be agreed and lead professional identified.

The lead professional will coordinate the first TAF review meeting within 6 weeks and measure impact and progress using the appropriate tool. The lead professional will continue to review the support plan every 12 weeks (SEN support plan will be reviewed termly).

Outcomes have been met and the early help episode or SEN support plan can be closed.

There is evidence that the support is not achieving intended outcomes within timescales agreed. The lead professional contacts Locality Early Help or the SEN Service.

See [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk) for further information about services available and how to access them or seek advice from Locality Early Help at [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)
8. Stage Three

Targeted multi-agency early help and specialist support to meet complex need
‘Stepping up’ from Stage 2

At Stage 3 the lead professional has assessed that a child or young person is not achieving outcomes with the support of the Team Around the Family or that their needs cannot be reasonably met through normally resourced local mainstream provision despite increased personalisation of service provision.

When you have concerns that the support provided by the Team Around the Family is not enabling progress contact Locality Early Help (or SEN Service as appropriate). Locality Early Help will work with the lead professional to identify the most appropriate and proportionate next steps. Locality Early Help will:

1. attend the review TAF meeting
2. review the current support plan with the Team Around the Family and make recommendations according to the needs of the family
3. make a decision with the lead professional and Team Around the Family as to the best course of action based on the needs of the child, young person and their family and support them to access appropriate services

In most cases it is expected that early help support will continue with the involvement of additional services. The lead professional may transfer to another service at this point.

Stage 3 Pathway

Children, young people and families with high level needs not being met through the Team Around the Family

Lead professional contacts Locality Early Help or SEN service for advice

Lead professional coordinates a TAF review meeting

TAF Review Meeting with Locality Early Help

Lead professional to continue TAF with revised support plan and/or additional support from other services

Safeguarding referral to MASH
9. Stage Four

Provision for children, young people and their families with acute need
Child Protection/Safeguarding

At Stage 4 you have assessed that a child or young person is in need of protection. You will need to complete the MASH safeguarding referral immediately. You do not have to be the next TAF review meeting to make a safeguarding referral. You will submit the Early Help Assessment (CAF) and review documentation with the referral.

Stage 4 Pathway

- Lead professional completes multi-agency safeguarding referral form
- Multi-agency Safeguarding Hub consider the most appropriate pathway
- Continue TAF with additional support from other services and/or revised support plan
- Stage 3 service
- S17 Assessment
- S47 Enquiry

MASH will consider the most appropriate pathway and inform you of the outcome following receipt of the MASH safeguarding referral and provide clear feedback.

At Stages 3 and 4 the Team Around the Family will continue to work with the family until the risk of harm has reduced such that the support can be ‘stepped down’.

Stepping Down from Stage 4

The objective at all stages of intervention should be to prevent escalation of need and bring about the required changes that enable children, young people and their families to build resilience such that their needs can be met within universal provision. Therefore, wherever possible a successful intervention should result in transfer back to universal services – as opposed to a progressive transfer back through the stages. However it is acknowledged that in certain circumstances a gradual withdrawal of support is most appropriate.

The decision to step down will be agreed at the appropriate multi-agency meeting with the Team Around the Family. If it is agreed that there is a need for ongoing support at either Stage 2 or 3 a new lead professional will be identified at the meeting and a support plan agreed.

There are specific, separate processes for children with a Plan of Protection or who have become Looked After. These are described in Working Together 2013.
<table>
<thead>
<tr>
<th>Level of Need</th>
<th>Stage 1 Universal</th>
<th>Stage 2 Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Help</td>
<td>Early Help</td>
<td>Early Help</td>
</tr>
<tr>
<td><strong>Children with no additional needs</strong></td>
<td>These children have low level additional needs that are likely to be short-term and that maybe known but are not being met</td>
<td>Child’s needs are not clear, not known or not being met</td>
</tr>
<tr>
<td>Children whose developmental needs are met by (personalising) universal services</td>
<td></td>
<td>Child with additional needs – requiring multi-agency intervention</td>
</tr>
<tr>
<td><strong>How do you assess need?</strong></td>
<td>Your setting will have their own method for assessing need</td>
<td>Early Help Assessment (CAF) or Special Educational Needs assessment</td>
</tr>
<tr>
<td><strong>How do you access this stage of intervention?</strong></td>
<td>At this level services are ‘open access’ or ‘universal’ meaning that they are generally available to all children and young people. Universal services are those such as schools, leisure centres,GP surgeries, youth centres, etc, and are accessible without either a referral or an assessment. Most universal services have websites containing their contact information – try searching online or <a href="http://www.practitionerspacecroydon.co.uk">www.practitionerspacecroydon.co.uk</a></td>
<td>1. obtain consent to information sharing 2. complete the appropriate referral form and submit as directed on the form 3. bring together a Team Around the Family (TAF) to identify a lead professional and agree a support plan with clear objectives, outcomes, timescales and understanding of who is responsible for doing what</td>
</tr>
<tr>
<td><strong>Who is responsible for providing support at this stage?</strong></td>
<td>Universal services such as schools, leisure centres, GP surgeries, youth centres, etc</td>
<td>Universal services working with one other service</td>
</tr>
<tr>
<td><strong>Where do I get advice?</strong></td>
<td><a href="http://www.practitionerspacecroydon.co.uk">www.practitionerspacecroydon.co.uk</a></td>
<td>Locality Early Help at <a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a></td>
</tr>
<tr>
<td>Stage 3 Complex</td>
<td>Stage 4 Acute</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Early Help</strong></td>
<td><strong>Safeguarding</strong></td>
<td></td>
</tr>
<tr>
<td>Children with high level complex needs likely to require longer term intervention from statutory and/or specialist services</td>
<td>Children with complex additional unmet needs and/or experiencing significant harm that require statutory intervention such as child protection or legal intervention. These children may need to be accommodated by the local authority either on a voluntary basis or by way of Court Order</td>
<td></td>
</tr>
<tr>
<td>Child In Need: These children may be eligible for a child in need service from children's social care and are at risk of moving to a high level of risk if they do not receive early intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Help Assessment (CAF) or the SEN Service will undertake an Education Health and Care Plan</td>
<td>Children's Social Care will undertake the assessment</td>
<td></td>
</tr>
<tr>
<td>The lead professional will contact the Locality Early Help at early <a href="mailto:help@croydon.gov.uk">help@croydon.gov.uk</a> when there are concerns that the support provided by the Team around the Family is not enabling progress. Locality Early Help will work with the lead professional to identify the most appropriate and proportionate next steps</td>
<td>Contact MASH on 0208 726 6400 or in an emergency phone 999</td>
<td></td>
</tr>
<tr>
<td>Universal services working together with a range of services forming a Team Around the Family including Stage 3 services. The lead professional will be from the Stage 3 service</td>
<td>Universal services working together with a range of services forming a Team Around the Family. The lead professional role is likely to be a practitioner from one of the following services: Children's Social Care Youth Offending Service</td>
<td></td>
</tr>
<tr>
<td>Locality Early Help at <a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a></td>
<td>MASH Consultation Line 020 8726 6464</td>
<td></td>
</tr>
</tbody>
</table>
10. Learning and development
There is a suite of training to support learning and development in early help and safeguarding practice.

The Early Intervention and Support Service (EISS) development framework aims to support professionals to be resilient practitioners whether they are in a key working role or are acting as the lead professional for a child, young person and their family. The framework encompasses a range of learning opportunities including e-learning, bite size sessions and taught days. The training is provided by practitioners from the service, by partner agencies and training organisations. Capacity building sessions can also be arranged for schools/groups of schools to support those taking the lead professional role, this will be delivered by an Locality Early Help. The Early Intervention and Support Service framework is intended to compliment the offer provided by the School Improvement Service, Croydon Safeguarding Children Board (CSCB) and Public Health. There is a charge for some elements of training.

The Croydon Safeguarding Children Board provides training that supports the development of ‘expert practitioners’ by equipping professionals to identify and support children and young people at the earliest point of possible intervention, and to enable practitioners to maintain and develop their core skills for working and engaging with children, young people and their families.

There should be a culture of continuous **learning and improvement** across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice”

Working Together 2013
11. Glossary
Child In Need

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority
- his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- he/she is disabled

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child Protection Conference

A Child Protection Conferences are convened where children are considered to be at risk of Significant Harm.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children

Early Help Assessment (CAF)

An assessment tool that offers a basis for early identification of children and young people’s additional needs, the sharing of this information between organisations and the coordination of service provision. Where it is considered a child or young person may have additional needs, with the consent of the child, young person and their parents/careers, practitioners undertake an Early Help Assessment (CAF).

The Early Help Assessment (CAF) should be used to engage with the child, young person and their family to effectively identifying needs, strengths and possible solutions working in partnership with both the family and other services. The assessment should identify what help the child and family require and decide how best to support them, preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The Early Help Assessment (CAF) needs to be, proportionate to risk, and informed by research and by the historical context and significant events for each case.

Education Health and Care Plan (EHC)

From September 2014, Government reforms mean that everyone aged 0 to 25 with SEN (who has been through the statutory assessment process) could have a single plan setting out all the support they will receive from education, health and social care and who is responsible for each part of the plan. This EHC Plan will replace the statement of Special Educational Needs.
Lead Professional

Where children receive multiple services, requiring support from more than one professional or practitioner, a lead professional should be identified. The lead professional acts as a single point of contact that the child or young person and their family can trust, and who is able to support them in making choices and in navigating pathways to support.

The lead professional should co-ordinate services from differing agencies, ensuring children receive appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered.

A lead professional can be any adult who works with and supports a child, young person or their family. A lead professional can be from any agency or setting. The most important selection criteria is that they are best placed to coordinate provision to meet the child and family’s needs, and have a good relationship with them.

In relation to Child Protection Plans, the lead professional is the Lead Social Worker.

Protective Factors

The positive factors in a child or young person’s life. These could include strong family ties; appropriate and supported accommodation; good attendance at school/college/work; positive peer relationships.

Section 17

Under Section 17(1) of the Children Act 1989, local authorities have a general duty to safeguard and promote the welfare of children within their area who are in Need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children’s needs.

For this reason, the term ‘Section 17’ is often used as a shorthand way of describing the statutory authority for providing services to Children in Need who are not Looked After.

Section 47 Enquiry

If there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a Section 47 Enquiry and Core Assessment are initiated. This normally occurs after an Initial Assessment and a Strategy Discussion.

Section 47 Enquiries are usually conducted by a social worker, jointly with the Police, and must be completed within 15 days of a Strategy Discussion.

Where concerns are substantiated and the child is judged to be at continued risk of Significant Harm, a Child Protection Conference should be convened.

SENCo

Special Educational Needs Coordinator who has responsibility for co-ordinating provision for children with SEN.

Special Educational Needs (SEN)

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

Where a SEN is identified, early years providers, schools and colleges will put additional and different evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.
**Special Educational Needs Support Plan**

The new code of practice refers to an SEN support plan which documents the nature and level of provision for pupils identified with SEN in place and its impact. Schools can determine their own approach to record keeping but will be expected to show evidence of this support overtime. The plan should be reviewed on a regular basis and include the views of the pupil and parents. Plans for the use of support should relate to a clear set of expected outcomes, which will support pupils to achieve their potential and make a successful transition to adulthood. Progress towards these outcomes should be tracked and reviewed regularly, at least termly.

**Stepping Down**

Gradually decreasing support in accordance with need. Wherever possible additional support should aim to ‘step down’ to universal provision following a review of current provision – as opposed to a progressive transfer back through the stages.

**Stepping Up**

Gradually increasing support to meet needs. Support should be proportionate to need and incrementally ‘stepped up’ and based on needs identified through an appropriate assessment.

**Support Plan**

The support plan can be any multi-agency plan that is developed in response to need identified following an assessment. This may be the Early Help Assessment (CAF) or SEN assessment. The support plan sets out who will do what and when, and review dates. Plans must be outcome focussed and be reviewed every 12 weeks or termly for SEN support plans.

**Team Around the Family (TAF)**

Team Around the Family is a model of service provision in which a range of different practitioners come together to help and support an individual child and their family. Parents, carers, children and young people are involved in discussions and decisions about every aspect of their additional needs, planning outcomes and making provision to meet those outcomes. Practitioners must take steps to ensure that parents and young people are actively supported in contributing to assessments, planning and reviewing the support offered.

The model does not imply a multi-disciplinary team that is located together or who work together all the time; rather, it suggests a group of professionals working together only when needed to help one particular child. In this sense, the team can be described as a ‘virtual’ team; in practice, practitioners will find themselves working with a range of different colleagues at different times to support different children.

The model is based on the ethos that such flexibility is essential if services for children are to be able to meet the diverse needs of each and every child. Team Around the Family places the emphasis firmly on the needs of the child or young person and their family rather than on organisations or service providers.

**Threshold criteria**

The term Threshold Criteria is used in relation to Care Proceedings brought by the local authority under section 31 of the Children Act 1989 if there is concern that the child concerned is suffering or is likely to suffer Significant Harm attributable to the care being given to the child, or likely to be given if an Order were not made, not being what it would be reasonable to expect a parent to give, or the child being beyond parental control.

**Vulnerability**

The risk that a young person might be harmed in some way, either through their own behaviour or because of the actions or omissions of others.
12. Appendix
Croydon Thresholds Document

Croydon Children and Families Partnership and Croydon Safeguarding Board have adopted the London Continuum of Need model which establishes a consistent approach for the Four Levels of Need (with a set of risk and resilience triggers) that corresponds to the appropriate Stage of Intervention:

**Level 1** Children and young people are making overall good progress in all areas of their development. They are likely to have a protective environment where their needs are recognised and well met. These children require **no additional support beyond that which is universally available.**

**Level 2a** Children and young people needing some additional support from a specific service without which they would be at risk of not meeting their full potential. The support they need may relate to their health, educational, or social development. If ignored these issues may develop into more worrying concerns under level 2b or 3.

**Level 2b** Children and young people and their families have a range of needs. Multi-agency support is required to promote social inclusion, to reduce levels of vulnerability and/or to minimise risk-taking behaviours. If needs are not met then children’s health, social development, or educational attainment may be significantly impaired. An Early Help Assessment (CAF) is required and the lead professional will coordinate services through a Team Around the Family (TAF).

Level 3 Children with complex needs that may be chronic and enduring and this may include children in need of safeguarding. These children will be those who are highly vulnerable or living in the greatest level of adversity. Only a small proportion of children will fall within this band (which includes children with a disability). The child or young person requires specialist assessment and support from services such as social care, Child and Adolescent Mental Health Service (CAMHS), Youth Offending Service and Educational Inclusion Support (including SEN).

Level 4 Children and young people with acute needs. This is the most urgent category which always requires an immediate referral to children’s social care and/or intensive specialist services. There will be serious concerns about the health, care or development of a child. It may include serious family dysfunction, a child beyond control or a child who has been severely rejected including abandonment. Statutory intervention (child protection) will be required. This level also includes children with severe disabilities, looked after and fostered children and children who have been/are already on a Child Protection Plan.
## LONDON CONTINUUM CHARTS
### Level 1
No additional needs, only requiring universal service support

<table>
<thead>
<tr>
<th>Features</th>
<th>Universal Example Indicators</th>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children with no additional needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children whose developmental needs are met by universal services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning / Education</strong></td>
<td>Developmental Needs</td>
<td>No Early Help Assessment (CAF) is required.</td>
</tr>
<tr>
<td>• achieving key stages</td>
<td></td>
<td>Children should access universal services in a normal way.</td>
</tr>
<tr>
<td>• good attendance at school/college/training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• no barriers to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• planned progression beyond statutory school age</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
<td><strong>Key universal services that may provide support at this level:</strong></td>
</tr>
<tr>
<td>• good physical health with age appropriate developmental milestones including speech and language</td>
<td></td>
<td>Education</td>
</tr>
<tr>
<td><strong>Social, Emotional, Behavioural, Identity</strong></td>
<td></td>
<td>Children’s Centres &amp; Early Years</td>
</tr>
<tr>
<td>• good mental health and psychological well-being</td>
<td></td>
<td>Health visiting service</td>
</tr>
<tr>
<td>• good quality early attachments, confident in social situations</td>
<td></td>
<td>School nursing</td>
</tr>
<tr>
<td>• knowledgeable about the effects of crime and antisocial behaviour</td>
<td></td>
<td>GP</td>
</tr>
<tr>
<td>• knowledgeable about sex and relationships and consistent use of contraception if sexually active</td>
<td></td>
<td>Play Services</td>
</tr>
<tr>
<td><strong>Family and Social Relationships</strong></td>
<td></td>
<td>Integrated Youth Support Services</td>
</tr>
<tr>
<td>• stable families where parents are able to meet the child’s needs</td>
<td></td>
<td>Police</td>
</tr>
<tr>
<td><strong>Self-Care and Independence</strong></td>
<td></td>
<td>Housing</td>
</tr>
<tr>
<td>• age appropriate independent living skills</td>
<td></td>
<td>Voluntary &amp; community sector</td>
</tr>
<tr>
<td><strong>Family &amp; Environmental Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family History &amp; Well-Being</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• supportive family relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Housing, Employment &amp; Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• child fully supported financially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• good quality stable housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social &amp; Community Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• good social and friendship networks exist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• safe and secure environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• access to consistent and positive activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parents &amp; Carers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Care, Safety &amp; Protection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• parents able to provide care for child’s needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Warmth &amp; Stability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• parents provide secure and caring parenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guidance Boundaries &amp; Stimulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• parents provide appropriate guidance and boundaries to help child develop appropriate values</td>
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</tr>
</tbody>
</table>
## Early Help Pathways: Operational Guidance

### Features

#### 2a Vulnerable
These children have low level additional needs that are likely to be short-term and that may be known but are not being met.

#### 2b Vulnerable
Child’s needs are not clear, not known or not being met.

**Child with additional needs – requiring multi-agency intervention**
**Lead professional and Team Around the Family**

### Developmental Needs

#### Learning / Education
- occasional truanting or non attendance
- school action or school action plus
- identifies language and communication difficulties
- reduced access to books, toys or educational materials
- few or no qualifications
- NEET

#### Health
- slow in reaching developmental milestones,
- missing immunizations or checks
- minor health problems which can be maintained in a mainstream school

#### Social, Emotional, Behavioural, Identity
- low level mental health or emotional issues requiring intervention
- pro offending behaviour and attitudes
- early onset of offending behaviour or activity (10-14)
- coming to notice of police through low level offending
- expressing wish to become pregnant at young age
- early onset of sexual activity (13-14)
- sexual active (15+) with inconsistent use of contraception
- low level substance misuse (current or historical)
- poor self esteem

### Assessment Process

**An Early Help Assessment (CAF) should be completed with the child to identify their strengths & needs and to gain support**

Programmes aiming to build self-esteem and enhance social/life skills
Prevention Programmes
Positive activities
**Key agencies that may provide support at this level:**
- **Universal and targeted**
  - Youth crime prevention services
  - Targeted drug and alcohol information, advice and education, including harm reduction advice to support informed choices
  - Health, education
  - Childrens Centres & Early Years Education
  - Educational Psychology
  - Educational Welfare
  - Specialist Play Services
  - Integrated Youth Support Services
  - Voluntary & community services
  - Family support services

### LONDON CONTINUUM CHARTS

#### LEVEL 2 - Low to Vulnerable

<table>
<thead>
<tr>
<th>Features</th>
<th>Low to Vulnerable - EXAMPLE INDICATORS</th>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family &amp; Environmental Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family and Social Relationships &amp; Family Well-Being</strong></td>
<td>parents/carers have relationship difficulties which may affect the child</td>
<td>parents request advice to manage their child’s behaviour</td>
</tr>
<tr>
<td><strong>Housing, Employment &amp; Finance</strong></td>
<td>overcrowding</td>
<td>children affected by difficult family relationships or bullying</td>
</tr>
<tr>
<td><strong>Social &amp; Community Resources</strong></td>
<td>insufficient facilities to meet needs e.g. transport or access issues</td>
<td>families affected by low income or unemployment</td>
</tr>
<tr>
<td><strong>Parents &amp; Carers</strong></td>
<td></td>
<td>limited access to contraceptive and sexual health advice, information and services</td>
</tr>
<tr>
<td><strong>Basic Care, Safety &amp; Protection</strong></td>
<td>inconsistent care e.g. inappropriate child care arrangements or young inexperienced parent</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Warmth &amp; Stability</strong></td>
<td>inconsistent parenting, but development not significantly impaired</td>
<td></td>
</tr>
<tr>
<td><strong>Guidance Boundaries &amp; Stimulation</strong></td>
<td>lack of response to concerns raised regarding child</td>
<td></td>
</tr>
</tbody>
</table>
### LONDON CONTINUUM CHARTS

#### Level 3

High or Complex level additional needs requiring integrated targeted support OR child in need (section 17)

<table>
<thead>
<tr>
<th>Features</th>
<th>Medium Risk - EXAMPLE INDICATORS</th>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children with high level complex needs likely to require longer term intervention from statutory and/or specialist services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child in need:</strong> These children may be eligible for a child in need service from children’s social care and are at risk of moving to a high level of risk if they do not receive early intervention. These may include children who have been assessed as ‘high risk’ in the recent past, or children who have been adopted and now require additional support. If a social worker is allocated they will act as the lead professional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developmental Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning/Education</strong></td>
<td>• short term exclusions or at risk of permanent exclusion, persistent truanting</td>
<td>An Early Help Assessment (CAF) can be used as supporting evidence to gain specialist / targeted support.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>• statement of special educational needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• no access to books, toys or educational materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• chronic/recurring health problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• missed appointments- routine and non-routine</td>
<td></td>
</tr>
<tr>
<td><strong>Social, Emotional, Behavioural, Identity</strong></td>
<td></td>
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<tr>
<td></td>
<td>• under 16 and has had (or caused) a previous pregnancy ending in still birth, abortion or miscarriage</td>
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<tr>
<td></td>
<td>• 16+ and has had (or caused) 2 or more previous pregnancies or is a teenage parent</td>
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<tr>
<td></td>
<td>• under 18 and pregnant</td>
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<td></td>
<td>• coming to notice of police on a regular basis but not progressed</td>
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</tr>
<tr>
<td></td>
<td>• received fixed penalty notice, reprimand, final warning or triage of diversionary intervention</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Care and Independence</strong></td>
<td>• evidence of regular/frequent drug use which may be combined with other risk factors</td>
<td></td>
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<tr>
<td></td>
<td>• evidence of escalation of substance use</td>
<td></td>
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<td></td>
<td>• evidence of changing attitudes and more disregard to risk</td>
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<tr>
<td></td>
<td>• mental health issues requiring specialist intervention in the community</td>
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<td></td>
<td>• significant low self esteem</td>
<td></td>
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<tr>
<td></td>
<td>• victim of crime including discrimination</td>
<td></td>
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<tr>
<td><strong>Family &amp; Environmental Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family and Social Relationships &amp; Family Well-Being</strong></td>
<td>• young carers , Privately fostered, children of prisoners, periods of LAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• child appears to have undifferentiated attachments</td>
<td></td>
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<tr>
<td><strong>Housing, Employment &amp; Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• severe overcrowding, temporary accommodation, homeless, unemployment</td>
<td></td>
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<tr>
<td><strong>Social &amp; Community Resources</strong></td>
<td></td>
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<tr>
<td></td>
<td>• family require support services as a result of social exclusion</td>
<td></td>
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<tr>
<td></td>
<td>• parents socially excluded, no access to local facilities</td>
<td></td>
</tr>
<tr>
<td><strong>Parents &amp; Carers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Care, Safety &amp; Protection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• physical care or supervision of child is inadequate</td>
<td></td>
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<tr>
<td></td>
<td>• parental learning disability, parental substance misuse or mental health impacting on parent’s ability to meet the needs of the child</td>
<td></td>
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<tr>
<td></td>
<td>• parental non compliance</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Warmth &amp; Stability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• inconsistent parenting impairing emotional or behavioural development</td>
<td></td>
</tr>
<tr>
<td><strong>Guidance Boundaries &amp; Stimulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• parent provides inconsistent boundaries or responses</td>
<td></td>
</tr>
</tbody>
</table>
Early Help Pathways: Operational Guidance

**LONDON CONTINUUM CHARTS**

**LEVEL 4**

Complex/Acute additional needs requiring specialist or statutory integrated response OR child protection (section 47)

<table>
<thead>
<tr>
<th>Features</th>
<th>High Risk - EXAMPLE INDICATORS</th>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning / Education</strong></td>
<td>• chronic non-attendance, truanting</td>
<td>The Early Help Assessment (CAF) can be used as supporting evidence to gain specialist / targeted support.</td>
</tr>
<tr>
<td></td>
<td>• permanently excluded, frequent exclusions or no education</td>
<td>Statutory or specialist services assessment (NB The Early Help Assessment (CAF) must NOT replace a specialist assessment).</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>• high level disability which cannot be maintained in a mainstream setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• serious physical and emotional health problems</td>
<td></td>
</tr>
<tr>
<td><strong>Social, Emotional, Behavioural, Identity</strong></td>
<td>• challenging behaviour resulting in serious risk to the child and others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• failure or rejection to address serious (re) offending behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• likely to be in Deter cohort of youth offending management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• known to be part of gang or post code derived collective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• complex mental health issues requiring specialist interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• in sexually exploitative relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• teenage parent under 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• under 13 engaged in sexual activity</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Care and Independence</strong></td>
<td>• severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation</td>
<td></td>
</tr>
<tr>
<td><strong>Family &amp; Environmental Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family and Social Relationships &amp; Family Well-Being</strong></td>
<td>• suspicion of physical, emotional, sexual abuse or neglect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• high levels of domestic violence that put the child at risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• parents are unable to care for the child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• children who need to be looked after outside of their own family</td>
<td></td>
</tr>
<tr>
<td><strong>Housing, Employment &amp; Finance</strong></td>
<td>• no fixed abode or homeless</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• family unable to gain employment or extreme poverty</td>
<td></td>
</tr>
<tr>
<td><strong>Social &amp; Community Resources</strong></td>
<td>• child or family need immediate support and protection due to harassment/discrimination and No access to community resources</td>
<td></td>
</tr>
<tr>
<td><strong>Parents &amp; Carers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Care, Safety &amp; Protection</strong></td>
<td>• parent is unable to meet child’s needs without support</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Warmth &amp; Stability</strong></td>
<td>• parents unable to manage and risk of family breakdown</td>
<td></td>
</tr>
<tr>
<td><strong>Guidance Boundaries &amp; Stimulation</strong></td>
<td>• parent does not offer good role model e.g. condones antisocial behaviour</td>
<td></td>
</tr>
<tr>
<td><strong>Additional services:</strong></td>
<td></td>
<td></td>
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<td>LA children’s social care</td>
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<td>Specialist health or disability services.</td>
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<td>Family support services</td>
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<td>Voluntary &amp; community services</td>
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<td>Services at universal level comprehensive assessment and formulation of substance specific care plan</td>
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Agencies should make a verbal referral to children’s social care accompanied by a written referral.
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Excellent outcomes for children & young people

The Children & Families Partnership is operated by Croydon Council in partnership with agencies including CAYSH, Metropolitan Police and Victim Support.