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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*”

C4EO
Providing early help is more effective in promoting the welfare of children than reacting later. 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. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

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.

Working Together to Safeguard Children 2015

Working Together to Safeguard Children (2015):
sets out a clear expectation that local agencies will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child’s journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and the views of the individual child in their family and community context.

This guidance provides a framework for practitioners who are working with children, young people and their families; it aims to help practitioners identify when a child may need additional support to achieve their full potential and how to implement the Staged Intervention approach to supporting children, young people and their families. It seeks to link together the processes and tools involved, to show how collectively practitioners provide a seamless and safe package of support to children young people and their families including those who are disabled or have special educational needs (SEND), giving them help at an earlier stage, avoiding crisis intervention later on.

The thresholds and indicators of need can be found on the CSCB website, and the basic approach to our four-staged framework, set out in "Integrating multi-agency support for the needs of children, young people and families in Croydon: Early Help and Staged Intervention" remain the same.
(http://croydonlcsb.org.uk/professionals/policies/"
http://croydonlcsb.org.uk/professionals/policies/thresholds-amp-indicators-of-need"
).

This guidance provides clarification of the processes and pathways involved in supporting children and families through an early help approach. The early help pathways have been updated in the context of the establishment of the Multi-agency Safeguarding Hub, the significant reorganisation of the Local Authority’s Early Intervention Support Service and reforms set out in the Revised Code of Practice for SEN.

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 support for children, young people and families at all stages of intervention.

This document describes the early help pathways for all children and young people aged 0-19 (or 25 for young people with SEN or disability) and supplements more detailed guidance available for specific age groups such as the Best Start Programme 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 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)

In an emergency, or if you believe a child is at immediate risk of harm call the police on 999.

If you believe that urgent action is required because, in relation to a child protection matter, phone the Single Point of Contact on **020 8255 2888**. This will connect you to the Single Point of Contact team and after some details are taken from you, you will be transferred to a Social Worker who will discuss the concerns with you and if necessary start child protection processes. This line is for urgent child protection matters only that require a same day intervention from a social worker. You will need to follow this up by sending an electronic referral within three hours after the call.

For urgent calls out of hours (17:00 - 09:00) please contact **020 8255 2888** and ask to speak to the out of hours team. You will be put through to an operator who will take basic information and then pass this on to the Single Point of Contact or our Out of Hours team.

The on-line Single Point of Contact Referral form is available by clicking **HERE**.

If you are struggling to complete the online referral form, you can use the Microsoft Word version which you can ‘save and send’ to Single Point of Contact using: https://my.croydon.gov.uk/MashReferrals?qWname=New&qServiceRef=ChildReferral

If you have secure e-mail, the address is childreferrals@croydon.gcsx.gov.uk
childreferrals@croydon.gov.uk

If you do not have a secure email, please complete and send to childreferrals@croydon.gov.uk

**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 the Single Point of Contact at childreferrals@croydon.gov.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**

**No**

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**

**Stage Two: Vulnerable**
I need to complete a SPOC Safeguarding referral

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

I think this child or young person is likely to suffer significant harm - contact the Single Point of Contact on 020 8255 2888

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?)

The Single Point of Contact does operate a consultation line which professionals can contact for advice, provided that the case is not allocated to another social worker and the child lives in the Croydon area. The consultation line number is 020 8726 6464

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Stage Three: Complex

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 Four: Acute

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

Single Point of Contact Child Protection Line 020 8255 2888

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

The Single Point of Contact provides advice and support about early help. Providing early help can be complicated. The team 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

The Team will work closely with lead professionals. 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 named early help hub contact 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 to consider with the lead professional appropriate next steps.

The early help hub can be contacted through childreferrals@croydon.gov.uk or www.practitionerspacecroydon.co.uk

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 8726 6400.

Safeguarding Support and Advice (Stage 4)

Single Point of Contact for Early Help & Children’s Social Care. For enquiries and referrals relating to children and young people at risk of harm or where you require support in agreeing an Early Help offer.

Whether a safeguarding or early help response is needed, the Single Point of Contact is here to help. The Single Point of Contact is made up of staff from the Multi-Agency Safeguarding Hub (MASH) and Early Help.

We are changing to a Single Point of Contact to offer simpler access to advice and support. The Single Point of Contact will ensure a prompt response when children or young people are considered to be at risk, and support practitioners in agreeing an Early Help offer for children and young people.

In an emergency, or if you believe a child is at immediate risk of harm call the police on 999.

If you believe that urgent action is required, in relation to a child protection matter, phone the Single Point of Contact on 020 8255 2888. This will connect you to the Single Point of Contact and after some details are taken from you, you will be transferred to a Social Worker who will discuss the concerns with you and if necessary start child protection processes. This line is for urgent child protection matters only that require a same day intervention from a social worker. You will need to follow this up by sending an electronic referral within three hours after the call.

For urgent calls out of hours (17:00 - 09:00) please contact 020 8726 6400 and ask to speak to the out of hours team. You will be put through to an operator who will take basic information and then pass this on to Single Point of Contact or our Out of Hours team.
The on-line Single Point of Contact Referral form is available by clicking [HERE].

If you are struggling to complete the online referral form, you can use the Microsoft Word version which you can ‘save and send’ to Single Point of Contact using: HYPERLINK “https://www.croydon.gov.uk/sites/default/files/articles/downloads/MASH%20form%20v11.docx” Single Point of Contact referral form.

If you have secure e-mail, the address is childreferrals@croydon.gcsx.gov.uk
childreferrals@croydon.gcsx.gov.uk

If you do not have a secure email, please complete and send to childreferrals@croydon.gov.uk

*For non-urgent child* protection and child in need concerns.

We want to make sure that children get the service they need as quickly as possible, to do this we need to ensure that we have the best possible information.

The Single Point of Contact does operate a consultation line which professionals can contact for advice, provided that the case is not allocated to another social worker and the child lives in the Croydon area.

The consultation line number is **020 8726 6464**.
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.

For further information please see www.practitionerspacecroydon.co.uk

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.
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 2015
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 with the family (or check if an Early Help Assessment has already been initiated).

Good Practice
If the family or young person will not consent to share information using an Early Help Assessment 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 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.

Good Practice
The Early Help Assessment 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 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 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.

To check if an Early Help Assessment has already been initiated contact the Single Point of Contact at childreferrals@croydon.gov.uk

For more help on how to assess need and complete the Early Help Assessment (CAF) contact the Single Point of Contact at Childreferrals@croydon.gov.uk
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 the Single Point of Contact at Childreferrals@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 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 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 the early help hub

If you are not the lead professional but have concerns that the child’s needs 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 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 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 The Early Help Hub 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 Single Point of Contact.

I will complete and send the appropriate referral form.

For support at any point during this process please see [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk) or contact the Single Point of Contact at Childreferrals@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 the Single Point of Contact (or SEN Service as appropriate). Single Point of Contact will work with the lead professional to identify the most appropriate and proportionate next steps. A member of the early help hub team 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 which can include services directly delivered or commissioned by the Local Authority such as, Best Start integrated team support, Family Resilience key-worker support, Parent group work or individual support, Functional Family Therapy, Family Justice Centre. Where directly delivered council services are identified, these will be allocated through the Early Help transfer weekly meeting. For information please contact the Single Point of Contact

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.

The MASH does operate a consultation line which professionals can contact for advice, provided that the case is not allocated to another social worker and the child lives in the Croydon area. The consultation line number is 020 8726 6464

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**Stage 3 Pathway**

1. Children, young people and families with high level needs not being met through the Team Around the Family
2. Lead professional contacts The Early Help Hub or SEN service for advice
3. Lead professional coordinates a TAF review meeting
4. TAF Review Meeting with a member of the early help hub team
5. Lead professional may change at this point
6. Safeguarding referral to the Single Point of Contact
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 Single Point of Contact safeguarding referral immediately. https://my.croydon.gov.uk/MashReferrals?qWname=New&qServiceRef=Child Referral. You do not have to wait until the next TAF review meeting to make a safeguarding referral. You will submit the Early Help Assessment and review documentation with the referral.

Stage 4 Pathway

Single Point of Contact will consider the most appropriate pathway and inform you of the outcome following receipt of the Single Point of Contact 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 2015.

Stage 4 Stepping Down Pathway

Child in Need Plan

CIN review meeting chaired by Independent Reviewing Officer

Decision to change status to Team Around the Family and identify new lead professional advise Single Point of Contact where directly delivered stage 3 support is identified to allocate through transfer meeting

Decision to close – needs can be met within universal provision

TAF review meeting
<table>
<thead>
<tr>
<th><strong>Level of Need</strong></th>
<th><strong>Stage 1 Universal</strong></th>
<th><strong>Stage 2 Vulnerable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do you assess need?</strong></td>
<td>Children with no additional needs</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>
</tr>
<tr>
<td></td>
<td>Children whose developmental needs are met by (personalising) universal services</td>
<td>Child’s needs are not clear, not known or not being met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child with additional needs – requiring multi-agency intervention</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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. obtain consent to information sharing 2. complete an Early Help Assessment (CAF) or SEN assessment with appropriate consent 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></td>
<td></td>
<td>Universal services working together to form a Team Around the Family. The lead professional will be identified from the Team Around the Family</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>Single Point of Contact at <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a></td>
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<td></td>
<td></td>
<td>Single Point of Contact at <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a></td>
</tr>
</tbody>
</table>
### Stage 3 Complex

<table>
<thead>
<tr>
<th>Early Help</th>
<th>Stage 4 Acute</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><strong>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</strong></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td></td>
</tr>
<tr>
<td>Early Help Assessment or the SEN Service will undertake an Education Health and Care Plan</td>
<td>Children’s Social Care will undertake the assessment</td>
</tr>
<tr>
<td>The lead professional will contact the Single Point of Contact at <a href="mailto:Chidreferrals@croydon.gov.uk">Chidreferrals@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>In an emergency, or if you believe a child is at immediate risk of harm, call the police on 999. If you believe that urgent action is required, in relation to a child protection matter, phone the Single Point of Contact on 020 8255 2888</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Single Point of Contact at <a href="mailto:Chidreferrals@croydon.gov.uk">Chidreferrals@croydon.gov.uk</a></strong></td>
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</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 one of the Early Help Hub team. The Early Intervention and Support Service framework is intended to complement 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.

Please see the CSCB website for further information and details of training currently available. [http://croydonlcsb.org.uk/](http://croydonlcsb.org.uk/)

“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 2015
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
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/carers, practitioners undertake an Early Help Assessment.

The Early Help Assessment should be used to engage with the child, young person and their family to effectively identify 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 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.

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 over time. 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 focused 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.